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The Assistant Librarian

Official Journal of the
Association of Assistant Librarians

CALCUTTA UNIVERSITY
CENTRAL LIBRARY

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Vol. 57 No. 1

January 1964

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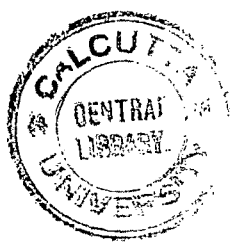


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(Group of the Library Association)

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B.R.S. = Book Review Supplement
(c) = correspondence
(o) = obituary
(r) = review

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(Group of the Library Association)

Editor: Peter D. Gann. *Associate Editor:* Tom Wilson

Central Library, The Priory, Church Hill, Orpington, Kent

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THE PRESIDENT, 1964

John Hoyle; Deputy Director, Oldham Public Libraries. Started career as temporary civil servant during World War II. Entered librarianship at Stalybridge (Cheshire) in 1947 after four years' service in Middle East with R.A.F. Originally a smaller libraries man—still entertaining a high regard for the personal service which they are able to offer. Active in the Manchester Division of the A.A.L. and received stimulus from many whose names are now noteworthy. Spent a year at Leeds trying to sort out and being sorted out by Neville Dain.

Moved to Burton upon Trent in 1951 and forged a (lifelong?) attachment to the waters. Became a small fish in a big pool on Merseyside four years later as a 'sacrifice' to experience. Stayed six years to enjoy it. Press-ganged into renewed Association activity by Liverpool Division and became Chairman in 1959. Member of National A.A.L. Council and impressed by the enthusiasm of colleagues encountered there. Three years Honorary Secretary 1960-1962 and joined the A.A.L. proletariat on the L.A. Council. L.A. Committees 1960 to date include Executive, Membership, Public Libraries, Publications. Member also of the L.A. Grading Sub-Committee and Nalgo Joint Consultative Committee.

Enjoys talking and debating just causes from tenable positions toward attainable goals and prefers tub-thumpers to soap-box orators if he must choose. Hates disloyalty, sheer opportunism and people (fortunately few) who strive to take more from the Association than they put into it.

Is sufficiently eccentric to enjoy being Deputy at Oldham and is married to a housewife who likes to play devil's advocate. Two daughters and a dog complete the family.

Sedentary type mainly. Relaxes with good food, books, television, car and garden. Has briefcase—will travel.

THE PRESIDENT'S NEW YEAR MESSAGE

Coming in with the New Year is a new Library Association Syllabus, so 1964 is already assured of a place in the annals of the profession. Perhaps even more than its predecessors this Syllabus has suffered a difficult (some believe even a premature) birth but, whether it is attended with joy or not, with us it will be by the time these words are read.

Looking back, most of us will see 1963 not merely as another year rolled on but as the end of an era. As the marker of the advent of full-time professional education, the 1964 Syllabus completes the picture of a new conception of professional librarianship which extends beyond a mere reshuffling of proper studies.

We are reaching the end of a messy and unscientific system of recruitment in which better-than-average grammar school leavers were enticed as minions into

sub-standard library services and often forced—every single one of them—into a hard grind of part-by-part examinations with varying degrees of help or hindrance according to their luck or misfortune in the choice of employer. Until the time came to wield the chopper, the A.A.L. did what it could (and it was a great deal) to help these students, many of whom lacked both tuition facilities and textbooks. We have a debt to acknowledge to Mr and Mrs Sam Martin who built the foundations of the correspondence courses, to a succession of authors and tutors—many of them reluctant heroes—who carried out their work from a real sense of duty, and to countless officers who may be unremembered except by those whom they served in the Association at Divisional and National level.

We are also reaching the end of a half-baked professionalism in which librarians, students and lay institutional representatives, the actual selection of which hinged largely on their access to refund of subsistence and expenses, gathered in some seaside resort to determine the affairs of librarians and their professional Association. The A.A.L. had been pressing for years for the exclusion of lay institutional representatives from the L.A. A.G.M. and, when the time came to consider the position of students also under L.A. Reorganisation, the Association readily faced the implications. That the disfranchisement of students in L.A. Elections was not a matter of throwing out the baby with the bathwater will be seen more clearly as the proportion of library school students recruited direct from grammar schools increases.

So we look to 1964 with its new hopes and horizons.

The Association will continue to shoulder the responsibility of providing the means by which the views of many subordinate librarians whose chiefs are active within the Library Association itself can be given expression. But it will also need to reorganise itself to cater for the new type of student and to this end a new approach is demanded. Just as the old system of recruitment and training had its problems, so does the new, and the views and experience of the more mature members of the A.A.L. will be no less important than before. For in this way the Association continues; many of those who are served, serve in turn those who follow.

Those who are still completing parts of examinations will still need our courses. There will be a need at Divisional level to interest the library school student in extra-mural professional affairs. Above all, perhaps, provision for professional activity will be required for the 'interne' student who is between success at the new Part II Examination and admission to the Register.

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One thing the A.A.L. *must* arrange in the future is the sort of exchange which took place with American librarians last year. It may well be that, as the need for correspondence courses runs down, new energies will be available and plans are certainly being laid at the turn of the year.

In professional politics, there are many problems in which the A.A.L. must have a voice. There is still no satisfactory career grade for librarians as I write and the position of the Associate qualifying under the old Registration Examination has not been satisfactorily resolved. Ultimately, the function of examining will have to be performed by the Library Schools but the timetable for this and the conditions under which the change can be accepted are still matters for discussion within the Library Association. Great disappointment will be felt that no proposals for public library legislation were included in the Queen's Speech for the present session of parliament and action arising from the Roberts Report and the subsequent working parties is still awaited as are final details of the effect of Greater London Reorganisation and the Local Government Boundary Commission's recommendations.

All this is important as well as exciting and as President, an office which I am extremely proud to hold, I look forward eagerly to the opportunity of meeting more members than I would otherwise ever have been able to do. I wish you all good luck and happiness for the year ahead.

JOHN HOYLE

The President for 1963, Ron Surridge, probably spent more time stumping the country than any President before him, and his message was basically the same wherever he went. It appears now in an abridged form for those who have not heard it and because it deserves to be preserved for its own sake.

NEW DIRECTIONS

The Presidential Address, 1963, by R.G. Surridge

Librarians are part and parcel of the life of our time—an inextricable involvement that, alas, in our profession is negated by some who follow a constricting path that allows them to drift into bibliographical backwaters. D. J. Foskett's recent excusions into a librarian's creed repays the kind of study, research and analysis that as a profession only too slowly we are developing.

If he is interpreted correctly he requires an objective involvement. As possessors of keys to the 'Golden chain' (Professor Irwin's graphic description of recorded knowledge) we have our own and dynamic part to play in the life of today and tomorrow. Instead of *no* politics, *no* religion, *no* ethics—professionally no *anything*—we want *all* politics, all religion, all of everything. We have to be aware of what's happening, aware of what is being considered and be part of a profession prepared and able to transmit.

Science and technology just race on. Education grows and grows. Social progress, cultural developments, increase everywhere. Food is being found, belatedly and at too slow a rate for the hungry, houses for the homeless. One could go on in this vein but it does seem to me to confirm the need for agencies like our own tracing and making available information that has been recorded for initiating and sustaining the developments in society. As part of a social process libraries are now essential services and not the marginal luxuries of yesterday. In this process we have a profession growing up, changing, evolving to meet new situations and discovering that different methods and approaches are necessary.

For us the problem is to find simple and speedy ways of efficiently communicating wider and more varied fields of knowledge. We may have to provide

the crystallised, and static-delayed contributions of minds vanished centuries ago, or convey new data that for the first time has been observed, analysed and reduced to conceptual form.

What we collect, hoard, display and distribute *may* take the conventional form of the printed book. Equally well it may be messages on tapes, films, photographs, manuscript documents—or meanings to be decoded from holes in cards or vibrations in a cell.

We provide an essential part in its diffusion, intensification and its possibilities of self-criticism. It has been said that communication is the reward of existence. Our task is to see that the communications in our charge are transmitted accurately, expeditiously and with loss of neither clarity nor power. The daily and accelerating increase of observed data and collected knowledge *demands* a periodic and severe examination of our aims, our routines and our tools. We need to be *aware* of our role as conservors, conveyors and interpreters—at certain levels—both of works of the human imagination and of information material.

Consider at the moment the librarian as research worker, cataloguer, information agent. Perhaps even in the next few decades the librarian will no longer be a human using mechanical tools. When he himself becomes a machine, and human aids for storing and conveying knowledge have been discarded, we must hope it takes place within the framework of a society in which human needs and possibilities have been assessed by value standards adequate to the age the machine itself has opened.

Automation in bibliothecal techniques rather suggests machinery which can turn itself on and off and monitor (that is to say watch and guide) its own behaviour, but it seems if one can accept a definition of the Concise Oxford Dictionary for *Automation*, 'The use of machinery to save manual labour', we might be able to agree that the saving of mental labour is of equal importance. The use of Telex communication with microtexts, easily sent by airmail, strengthens and integrates the whole system of inter-library and international exchange of knowledge and material.

Many of these applications concern sorting, indexing, listing, compiling bibliographies. Annual abstracts relating to chemistry alone number beyond 100,000 items and, in addition, there are the many research papers. The capacity of unaided human cataloguing is painfully inadequate to accommodate this material.

Librarians have got to duplicate themselves machine-wise, construct a memory, feed in information and retrieve it as required. And the data returned has to be adequate but concise, not too little, not too much. It must *not* be like the reference

Good Wishes for 1964

(BETTER take KEESING'S for factual information and reliable reference on Current Affairs. It's the BEST any Library can do.)

librarian described in our association journal some time back: 'A kind angel who gives you some of the information you require and lots that you don't.'

Having said this one can only ask how the machine can assess the client's real question as distinct from his expressed one—always a problem for the reference librarian. And can the machine know all the possibilities of a question—its unforeseen relationships with the peripheral but fruitful lines of enquiry discovered by librarian and student working together.

In the field of research itself the computer opens fields and *gives answers* previously impossible. Perhaps I may give an example. Some very interesting research has been done recently on the authorship of the Pauline epistles. Fourteen of the twenty-one epistles in the New Testament have been attributed to Paul, but external evidence for his authorship is lacking. The computer to the rescue. It has been found by extensive tests applied over the whole field of known Greek authors that their works may be identified by certain stylistic usages. Certain unvarying habits give each author's corpus of work a hallmark, a stigma or signature quite individual and peculiar to himself.

Tests, largely statistical, are concerned for example with the frequency, in Greek authors, of such words as KAI (the English 'and') and the particle DE and their positions in sentences. The pattern of KAI's and DE's pinpoints the author. Applying this test to Paul—put on tapes—and checked by a computer—it shows only four epistles could possibly have been by him. Galateans is universally accepted as being by Paul. Only three others can have been by the author of Galatians: Romans and 1st and 2nd Corinthians. Paul alas never did write that long letter to the Thessalonians!

We are at the threshold of a sphere of library service at which the mind can only boggle, but even though in its infancy we must be aware of the appropriate machine itself as world memory, world brain and world library.

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device which could store inside a six foot cube all information recorded during the last 10,000 years. This means not only every book but also every message written in any language on paper, papyrus, parchment or stone. Arthur Clark in his recent *Profiles of the Future* from extrapolations of existing technical advances foretells many exhilarating if terrifying future symbioses of metal and protoplasm, and discusses skills and insights possible to intelligences in non-human media.

This, you may feel, goes to realms of fantasy and so far removed from the needs of this day and age as to appear ridiculous. You may, however, be reassured to remember that many people concerned with computer and similar developments are themselves sensitive, fully human creatures concerned with ends as well as means. At a recent A.A.L. weekend school on Automation, Mr. Cedric Dennis, short story writer and computer programmer, startled and enthralled the delegates with enthusiasms of logic, semantics and cybernetics, but he stressed over and over again that these were extensions of human interest and not displacements of it.

A new glossary, a fresh vocabulary, is always alarming except to some of our more exalted persons who revel in them sometimes with bizarre results.

The machine was welcome as a saver of manual power, a creator of wealth and comfort; as an aid to intellectual activity, it is bound to disturb us differently. Not least the study of cybernetics and the theories and disciplines attendant upon computers should help to free us from irrational thinking and subjective judgements; it will make us less blinkered when confronting new systems of knowledge, new values and new possibilities. The proper study of mankind is man; the proper study of the machine . . . poses a most interesting question for the future.

What I have said (and please remember I'm neither logician, semantic nor cybernitician—these are near amateur reflections) provides me a direction towards which we might guide the present. And the present is one of such sharp contrast that I might well be talking of another planet.

The 'wind of change' is blowing through local government to an extent that already invalidates certain aspects of the report of the Ministry of Education's Report of Working Party A on Standards and it seems fairly obvious that in the final assessment few areas will not remain either large or able enough to promote the kind of service this society has the right to expect.

But what disturbs the young librarian is the inability of more senior colleagues to welcome the stimulus and the challenge that is offered to the profession with the mention of much larger library units. This is the only way to the worthwhile service—the *only* path to comprehensive provision of books and related material, to an adequacy of sufficiently qualified officers on living wages and a balanced location of premises.

Timidity and fear seem rife in a company of men and women who should be welcoming the challenge. (Not infrequently I hear of librarians with ten more years or so of their career ahead of them indicating that an early redundancy agreement would meet their needs admirably.)

Careerwise, let's face it—there will be fewer Chief Officers and their Deputies—the structure of local government librarianship will be blasted as never before. I ask you, however, is the bottleneck picture at present satisfactory? Are entrants yet of the calibre required? Can we truly say that a suitable career is there for them?

The opportunity before us is enormous. The pattern of present library organisation could go almost at once. Here at last is the chance for that most acute angled

pyramid to GO! And in its place a library organisation based on professional principles.

Instead of lines of responsibility going in one long line upwards and downwards there can now be horizontal levels of authority. The pyramid can become a kind of platform where with proper direction an adequate hierarchy may operate. Break down just a little further our developing concepts of professional and non-professional divisions into Bibliographical, Managerial and Clerical, and a framework can be created for real librarians to practise in.

A great deal of our present deleterious position is due as much to a local authority's parsimony as to the ineffectiveness of its officers. The facts are that where there have been significant improvements in career prospects they have invariably been instituted at the insistence of the Chief Officer. These developments don't just happen—they have to be fought for—usually from above but well sustained from below.

There are too many authorities and chief librarians stilled and steeped in the atmosphere of the 1920s and 1930s who believe that because one's work may be enjoyable that this is a valid excuse for a lower rate of remuneration. The gap widens between the incomes in private enterprise and those in the public sectors of the country. In default of an emphatic and decisive national direction of income policies for public servants it is only common sense for groups of professionals like our own to adopt the most militant approaches through our trade unions.

How one's heart warmed to Miss I. M. Blackwood [a young librarian from Shropshire] who at the Nalgo conference, and *on her own* with support neither from the L.A. or the A.A.L., managed to get the whole assembly to instruct the Nalgo Executive to reopen negotiations to get career grades for local government librarians comparable with those obtained already for other professional officers.

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This was against the advice of the platform, and one can concede a certain sympathy for an Executive that had previously reached complete accord with Library Association negotiators.

'Employers recognise our status only when it suits them—when the demand exceeds supply.' Miss Blackwood was unimpressed that in the present claim librarians were down for a substantial increase. 'I cannot afford to be,' she said, 'my life expectancy is insufficient to wait for the favourable opportunities the N.E.C. requests.'

And the conference supported her—I certainly support her and encouragement for this kind of union participation should come—throughout the length and breadth of the profession.

One can't and shouldn't want to ignore the reports of the two working parties.

'They will present you with a cautious and well-hammered-out plan for small administrative improvements that can be effected without treading on corns. The working party concerned with areas will show you how to talk the borderline authorities into merging, but it will not talk about a National Library Service: the one concerned with co-operation will discuss tidier methods of lending each other books but it will not deal with co-operation with a capital *C*.'

This was Godfrey Thompson, our President last year, and as it turned out I think this to be a fair prognosis.

I find the Reports tame, official, dull, tiresome and repetitive. Perhaps I wrongly anticipated an attitude to service surpassing the vision of 1850 of the library as the university of everyman or even as a vital cornerstone in laying the foundations of a true democracy. Instead, one reads them in vain for glimpses of the future, for eloquent eclipses in a firmament of facts.

And one could proceed by condemning the inadequacy of the standards based upon fallible contemporary yardsticks and the compromise recommendations which one would have thought to have been the province of politicians and not the members of the team investigating.

One could say that on the standards produced, the dreary, the filthy and the professionally diseased stocks that signify all too many of our libraries, will *not* have the drastic medical treatment that many library physicians prescribe. One could be severely disappointed at the cursory treatment on staffing and salaries and the lack of specific recommendations.

And little comment from me on the report on the British Library Grid whose greatest value seems to lie in making the whole profession [and the Ministry] rethink inter-library co-operation. Here is an area of activity that cried to high heaven for re-examination critically, technically and with a far-seeing eye. What emerged was lower-case *c* co-operation with a vague and general report conditioned by present conceptions of interloan procedures with but passing reference to computers and punched cards.

What disturbed was the lack of investigation of the provision, storage and disposal of periodicals—no grappling with regional or national coverage. No planned co-operation with B.N.B.—no suggestions of a Farmington-type plan for co-operative acquisition of foreign material. And one wondered whether the meticulous insertions up and down the country of the author slips in innumerable alphabetical sequences was the best system to which we could aspire at a point well past the middle of the twentieth century. Might the report not have been more concerned with the materials of our craft and include recommendations on the future of the many special subject collections. This is a major concern with all too many authorities failing to live up to their responsibilities—the specialising library that refuses to specialise.

Having said this, you may understand that I now see little point in deploring its low standards. To me the significant factors are:

(a) That they exist.

(b) That their existence will almost certainly facilitate the introduction of legislation within, one would guess, the next six to nine months, and the fact that the Ministry has the machinery and framework in existence to implement it.

(c) As an interim measure many a library system can get itself into first gear (and some into second) by using the Report A as a 'National Yardstick of Efficiency' and get itself at least to the basic standards outlined.

Both reports do *not* constitute the Great White Hopes of British Librarianship, but they constitute the most painstaking and thorough analysis ever made of the public library needs. They are substantiated by statistics and tables which break through traditional methods in scientific assessment of a library service.

The Bill will probably be a compromise document. It will also inevitably accord some form of Ministerial control and it is hoped that the position of libraries and the service conditions of librarians will improve. With no facts to substantiate it I have a vague kind of anticipation that somewhere deep in the bowels of the Ministry a power-packed dynamo is nearly ready to be unleashed upon this profession.

There will be optional clauses in this Bill wherein the Minister may be prepared to take advice. There is the House of Commons. Petitions have been known to have effect and you may remember that the lone lobbying of an M.P. by one of our more tenacious colleagues created library history a few years ago. The A.A.L. as a body may not have been consulted by the Working Parties, but it could raise a hell of a howl in the corridors of power.

I hope the profession will be equal to the challenges and the opportunities that the situation presents.

It is to current attitudes that I must now turn, and speak of the role of our own Association. Ours is a group that has always had the element of rebellion in its ranks—the group of younger librarians acting as a communal spur to change the direction of its parent organisation. A revolutionary role is never an easy one [though there are many reasons for suggesting it to be more fundamentally responsible than any other], but that of a movement whose efforts over many years have brought to fruition an entirely different pattern is even more difficult still.

Previous holders of this office have reiterated our history, but I would emphasise that it is the efforts of sections like the A.A.L. that enabled Frank Gardner, re-elected Chairman of the L.A. Executive Committee (and we're pleased to say, next year's President), to say 'In the last year to anyone occupying this post it has been a wonderful thing to see this professional change that we have made become operative: to see this Association and particularly this Council drawing together in a way in which it has never been together before.'

These are fine and gracious words and words that could not have been said two or three years ago and let us be proud that it is in part a tribute to the A.A.L. Our group is now an integral part of the L.A. scene.

The danger of such a situation is clear. What happens to a ginger group when most of its objectives are achieved? There is only one answer. Either it fades into ineffectiveness or it finds new avenues of work and new battles to fight.

If I say that in a rather special way the A.A.L. exists because it exists I wouldn't wish to be named a reactionary as I am personally helping to rethink its future. I want to say that I don't need to ferret for reasons for its existence. Most professions would give a great deal for this kind of group (in our case a substantial

one)—of younger professionals running a parallel organisation to the parent unit. Its main function is the presentation of advanced progressive ideas and by its structure and direction preparing its more interested and active members to advance those views.

We have taken the lead on many issues, and one important new direction is in education. I take pride in the fact that our Association, despite strong pressure, has supported the principle of full-time tuition. For us the step was serious because you know the only form of extra-library tuition other than the schools, full or part time lay in the monopoly that we exercise in correspondence courses.

Now because we believe that no correspondence course, however good, can be adapted to the needs of a demanding, and for the first time professional librarians' syllabus, and because we stand firmly by the principle that only two years at a first-class library school can form even the basis of educating a librarian we have decided not to offer courses for the new syllabus.

This policy *may* mean a hardship for some of our colleagues who possess parts of the present Registration Examination and who require guidance in papers still to be taken in the new Parts I and II. I hope not.

It is sad that such a progressive development like this has led to so much unease. And pretty well everyone is at fault. The Library Association for not allowing an extra year or so for the present examinations to continue, the A.A.L. for its precipitous decision to discontinue courses, many a chief officer who, perhaps unknowingly, pushed staff into the pipe. In short, the whole profession woke up too late. All too often our profession reacts too slowly and too late to matters of importance.

This problem is a temporary one, capable of resolution, but unfortunately clouding the imaginative conceptions of a proper education structure. Instant librarianship is now out. We drink the cup, we hope, of a better brewed and more wholesome beverage.

We will expect younger librarians to be of a higher calibre than before—standards slowly being raised at present will turn a sharper gradient in the next few years. Our Association which must welcome this development must gear itself *now* for the change. It will never be wealthy—it will never be huge, but it can think in larger and more international terms than before. No longer merely a national group it merges into the library entrepôt that this country has become. Our job is to create a structure that facilitates this work.

The A.A.L. is undoubtedly the finest training ground for young librarians in existence and many of the significant librarians of our day acknowledge this but question: 'Where does it go from here?' In no uncompromising terms they and the whole profession should be told: 'It goes by its dedication of service, by its loyalty to its profession, by continual and honest critical evaluation right to the front of professional thinking.' This is the job of a ginger group. Get our system of communications right. Welcome our newcomers properly into our midst—first by their initial contacts with Divisional and National literature and then by personal contact at meetings, schools and conferences. Develop a live and vital journal representative of *all* interests in the Association. Undertake research and surveys and publish the results.

Perhaps form a Students Council in the A.A.L. (certainly a National Council for Library Education in the L.A.) to cater for the needs of many new members directly recruited from school—there is little provision for the student librarian in our Divisional structure at the moment.

Welfare and Service and Study Conditions should be an important plank in the new direction for all kinds of librarians, public, non-public and students.

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*a good stock in this instance, means an average of 15 copies for each of the 5,000 odd titles in the list. With such a stock the major part of even large library orders comprising several thousand books, are supplied within a few days of the order being received.

Have no fear that there are no battles left to fight. The encouragement of adequate training and in-service schemes, attendance at library school on full pay, sandwich courses and hosts of other challenges await the positive actions of keen young librarians.

We, of the A.A.L., who are at the present formulating a Policy for Progress for the next decade are convinced that being involved in professional activities helps in the development of a librarian. By the continual participation in the affairs of the profession a true conception of service will be arrived at.

There is one other new direction that I would wish this profession to take.

I have mentioned 'service', an ill-favoured term of contemporary abuse. As I come to the final section of this paper this may sound like the closing moments of a self-effacing President. This is not the case. I come to our drum and how to bang it.

This may well not be a well-chosen time to speak of public relations policies directly sponsored and controlled by the Library Association because of its retraction in this sphere of operations during the past eighteen months, and because in a more general sense the promotional activities sometimes of a dubious kind in the world of big business have come in for severe criticism and question.

But there is a world of difference between the honest interpretation to the community of a profession that exists to serve others and the exploitation (with the gimmicks) of a saleable commodity. It is the world of institutional P.R. work with which I'm concerned—a kind of work that was beginning to develop *for us* with our first part-time P.R.O. It wasn't proceeded with probably because the work *was* part-time, the officer concerned had to develop his own brief and investigate possibilities and policies, and wholesale P.R. work as such wasn't given a chance.

Why bother? For one thing our public (which ought to be everybody who reads) is assaulted on all sides, day and night, by modern forms of communication. To an ever-increasing extent opinions are based on what is read in the newspapers, heard on the radio, seen on T.V. Everyone who wants something done, thought about or sold has to compete for the public ear and the public mind because it is ultimately the thinking public that is important for progress.

These media are such an indispensable part of modern living that it is outdated, indeed dangerous for a small professional body like ours to think it can communicate its needs and its abilities without a P.R.O. The warning one wishes to make is that lack of positive actions now could harm the future growth and development of the profession.

By its nature an Association like this is conservative in its approach and this in itself is a natural obstruction to P.R. work. We have seen that one of the most formidable difficulties is to encourage such a body to be truthful in its dealings with the public.

The integrity written so loudly upon our hearts makes a faint protest at what appears to be a strange confusion. The *facts* are that a professional association (unless it is so mightily riled) never wants to offend anyone and it must as a rule speak in such broad generalities that it very often confuses the public rather than informs them of the problems the profession faces and the needs that it has.

If this is so, then it is up to that Association to put these points over in such a way that support may be gained and jointly efforts may be made to improve them. This is a democratic community and unless we gain public support our effectiveness is curtailed.

To implement this at the moment we have a very able experienced and effective part-time press officer and loyal dedicated officers at H.Q. This is nowhere

near enough and in the present climate of L.A. Council doubtful if this strength will be supplemented this year. This is a kind of 'holding' period when the principles and objects of P.R. must be kept alive and when the time is propitious to make a full-blooded approach to implement it properly.

Great scope lies ahead in co-operating with the P.R. work of libraries in non-public and public fields. In local government there is bound to be extensions of this work as the units become longer. A good and strong P.R. department in the L.A. could work with professional allies in such units—and the cost need not be prohibitive.

Over the past few months I have been corresponding with an acknowledged U.S. expert, Mr. Charles Carner, P.R.O. of the American Library Association. In his last letter, a few weeks back, he impressed me by saying:

'In my own work I find that one of the most important jobs I do is that of correcting impressions of the Association that have been built up over the years as a result really of the lack of adequate contact between the Association's Officers and Executives—and people from the media as well as with librarians in our membership ranks.

'The reason for this is, I believe, simply that any professional public relations person, who is dedicated to his role, serves as the communicator in two ways—between the association and the profession and between the association and the media. The P.R. man stands in the middle. Understanding the viewpoint of both parties, he is able to serve both groups. He helps the Association personnel and officers to understand the position of the media—a very important part of his job. He helps the media understand better the work and effectiveness of the Association.

In our society today, if the professional association is to do an adequate job for the profession, it must speak out: if it is to make a real contribution to the for-

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ward pace of our civilisation, then it must communicate its needs and its goals effectively to the public, and it must do this in a professional manner because its message will not be heard if it is not performed in this way.'

This is the creed of a dedicated librarian P.R.O., responsible, inspired and concerned about librarianship, truth and society. He pinpoints my final direction and this seems to me a good note on which to close.

ASSOCIATION OF ASSISTANT LIBRARIANS
Group of the Library Association

Annual Election, 1964

I hereby publish the Scrutineers' Report:

We the undersigned, declare the results of the A.A.L. elections for Honorary Editor and National Councillors for the year 1964 to be as follows:

HONORARY EDITOR

Elected	*Number of Votes*
GANN, P. D.	1,189
Not Elected	
Armour, J.	982

NATIONAL COUNCILLORS

Elected	
1. BRYANT, D. J.	1,785
2. PINCHES, Miss S. M.	1,570
3. CROWTHER, G.	1,473
4. COLES, A. H.	1,432
5. PICKUP, P. W. H.	1,422
6. LIQUORICE, Miss M. E.	1,407
7. DEEN, Miss B.	These being the only candidates
8. WILSON, T. D.	under thirty years of age, they are
9. WOOD, N. W.	*ipso facto* elected.
Not Elected	
Milligan, F. A.	1,303
Caldwell, P. M.	1,296
Ballot paper return	
Invalid papers	10
Valid papers counted	2,273
Voting papers returned	2,283

Number of ballot papers issued	9,147
Proportion of ballot papers returned	24·96 per cent

Scrutineers: Miss B. M. Gillibrand.
J. Hilton.
K. Lund.
D. R. Bartlett.

Signed JOHN HOYLE,
Vice-President.

11th December, 1963.

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YOUR LETTERS

Reading Survey Methods

I would like to comment on Mrs. Simsova's article in the *Assistant* for October. I am prompted to do so because at this branch library, which is the newest in Kingston-upon-Hull, we are carrying out a survey of children's reading. We have a large children's membership as we serve a new housing estate. We feel that we are in a good position to attempt an analysis of the reading habits of our young borrowers, for whom the advantages of the public library have only just become readily available.

We are using the method for which Mrs. Simsova has the strongest reservations: the questionnaire. Mrs. Simsova's objections would appear to fall into three categories: first, that false results may be achieved if such surveys are not carried out by trained sociologists; second, the cost of such surveys; and third, the moral objection, as described by Savage, that 'reading is an intimacy, a darling privacy . . .'.

As far as the more ambitious research schemes are concerned, I would in general agree with Mrs. Simsova's point about the need for technical assistance, or even the employment of a market research firm. Any survey which sets out to analyse the reading habits of a whole community, such as the Tottenham survey of 1947, undertaken by Mass Observation, would involve a knowledge of survey methods, and perhaps trained field workers. However, I would claim that much useful information can be obtained from more modest questionnaires put to readers, as opposed to a scientifically arrived-at sample of a community.

With regard to cost, such a survey can be carried out by library staff, using resources which are already available. In any case, the cost of such surveys should only be considered in the light of the value of the information acquired.

Lastly, I would question the so-called 'moral objection'. Questionnaires should always be conducted on a strictly confidential basis, with no names attached to any information offered or opinions expressed. I doubt if any librarian would wish to psycho-analyse his readers' reactions to a point where personal privacy is invaded. In addition, every reader (or child, in our case) has the right to refuse to answer a questionnaire without losing any privileges that he may have previously enjoyed.

Mrs. Simsova advocates, instead of the questionnaire, analysis of library records. She mentions three types: analysis of membership forms; analysis of one day's issue; analysis of the total books on loan on a given date. All these types have been tried. Analysis of library records, however, has one inherent fault, which is inescapable: the information obtained is confined to what readers have been able to borrow, as opposed to what they would have liked to have borrowed. Therefore, one is not provided with any information for making an assessment of the value of a library's stock. From the practical point of view, analysis of the total books on loan on a given date must also be a very difficult procedure.

At this library we intend to conduct a two-tiered survey. One questionnaire is almost completed; the second stage of the survey will be carried out a year from now. The sample is straightforward, and is confined to the following: members, between 9 and 13, who have never belonged to a public library before, and who come to the library during one specific borrowing period. (In Hull, this is two weeks and six days.) Next year we shall set a second questionnaire for those who participated this time. Broadly speaking, we would like to be able to assess the following: the impact of a new library; the sources of influence in favour of reading; the reading tastes of the children; what measures we can

take to stem the decline in children's reading after the first novelty has worn off.

A short explanatory letter, from the Chief Librarian to parents, is given to each child completing our questionnaire. This letter emphasises the confidential nature of the survey, which, as far as can be seen at this early stage, gives every indication of being successful.

ANNE BENEWICK, *Kingston-upon-Hull City Libraries.*

A Canadian View

May a Canadian subscriber comment on Mrs. Simsova's article in the October 1963 on 'Reading Survey Methods'?

Should librarians rally round to Mrs. Simsova's plea for an analysis of library records as a 'cheap method' of determining reading patterns of library borrowers, let them at least fully understand a basic limitation of this method. The potential borrower can select for his reading only from amongst the particular titles which are available in the library of his use, and at the precise time he visits the library. If Library A carries a plethora of current and ephemeral reading, including who-dun-its, westerns or light romances, and Library B does not, then library-use analysis will reflect as much the borrower's interest as the library's provision, or lack thereof, of certain titles, authors or types of literature.

I do not mean to dismiss the method. Rather I would like to point out that unless accompanied by a study of the library's total book stock and also its pattern of book selection and acquisition, the method Mrs. Simsova advocates has very severe limitations and use, especially when comparing Library A with Library B.

ROSE VAINSTEIN, *University of British Columbia School of Librarianship.*

Document Reproduction

I should like to contest the statement that Readex Microprint editions have been sold recently without Readers being available to permit their use which was made by the two editors of the *Annual Review of Document Reproduction* in your November 1963 issue.

For many years now, our permanent, convenient and low-cost Microprint editions have been regularly used in many British libraries by means of (a) the old model of our Reader, (b) the widely used Micro Methods Executive Reader, (c) the Ross Ensign Reader.

The Readex Microprint Corporation is also about to fulfil substantial orders for its Model "D" Microtext Reader which represents a great step forward as to versatility, small-size and low cost (£55 f.o.b. U.S.A.), following extensive publicity from June onwards and the showing of a prototype at the Library Association Conference at Portsmouth from 17th-19th September of this year. Delivery is scheduled for December 1963 and an illustrated leaflet is enclosed for your attention.

JAMES GREENING, *Readex Microprint Corporation.*

Married Women in Librarianship

Much as I am in sympathy with Mrs. Simsova's campaign, I cannot let her remarks about maternity leave pass without some comment. I happen to work in a somewhat fecund region, where the staff have seen a number of married women through the weary months of pregnancy. None of them took advantage of maternity leave, so I have no first-hand experience of post-confinement debilitation. But I agree wholeheartedly with Mrs. Simsova about the physical exhaustion of such an ordeal. It is a callous way to treat mother and child and this

is probably why most humane authorities do not encourage married women to return to work until their children are older and more independent. I am not disputing the right of a woman to take advantage of maternity leave if she genuinely cannot afford the loss of salary for a few years, but I do feel it is necessary to show a little common sense and realism about a taxing, often tiring, job. The reluctance of many employers to employ mothers of young children is due in the main to bitter experience of their unreliability. Sooner or later it is inevitable that a conflict of interests will arise between the demands of a family and the demands of a career, and it is a very strange woman, who, when faced with such a choice, will give preference to her career.

HILDA WILDE, *Lancashire County Library.*

KNOW YOUR READERS; reviews by Mrs. S. Simsova

SCOTTISH SCHOOL OF LIBRARIANSHIP: Milngavie Branch Library: Survey April-June 1963.

BURGESS, Norman: Books and libraries: A survey of the attitudes of some part-time day release students towards books and libraries. Bolton Technical College, 1963.

The Milngavie Branch Library survey was carried out in the Spring of 1963 by a team of students from the Scottish School of Librarianship under the supervision of H. A. Whatley.

In the course of the research brief questionnaires were issued to 600 persons. In addition, library records were analysed from many aspects. The findings have been annotated by members of the survey team. Some of their comments tend to be too elementary, being aimed perhaps at a reader with no knowledge of modern trends in librarianship.

The survey opens with an outline of the social background, the development of the users' community and the history of the library. It goes on to describe membership, stock and use of the stock.

Membership: Replies to questionnaires are analysed by age, sex, education, occupation of the readers. Replies to direct questions about membership, such as how often they visit the library, how long they have been members, what factors limit their use of libraries are further supplemented by a geographical analysis of membership forms.

Stock: Figures of the total bookstock, annual additions, count of books on shelves and on loan are compared with the readers' comments. Thirty-four per cent of the readers considered the stock very good, but adverse criticisms and constructive suggestions were also given.

Use of the stock: Readers were asked to state their reading preferences among broad groups of fiction and non-fiction. It is interesting to compare the results with the analysis of non-fiction books in readers' hands.

A few sample subjects are analysed further. The number of books in the catalogue, the number in readers' hands and the number on the shelves are compared, the latter two categories being listed by title. In the case of books on the shelves the number of issues over the last three years is recorded. To my mind this method is too elaborate and therefore not useful for general application. It may be suitable for a sectional stock revision, but is too complicated for a general reading survey. The same can be said about the analysis of the use of selected fiction authors. The selection of test samples seems arbitrary and cannot give a true picture of the use of the stock as a whole.

Altogether this is a complex little survey compiled with infinite care. It is a pleasure to read and watch the ingenuity in analysing and re-analysing of the use of the library from so many different viewpoints. One is reminded of a neatly executed sampler of stitches. I have some doubt about the practical usefulness of such an academic exercise—a doubt which even the conclusions with their practical recommendations could not dispel. Perhaps the same conclusions could have been reached by simpler means. Yet in that case the survey team would have had much less fun and so would subsequently the reader. It is clear the team worked with great zeal, and their enthusiasm is catching. The last paragraph of the survey calls for yet another investigation utilising the one remaining method omitted in the present survey and the reader cannot but look forward to this wish coming true.

In contrast with the Milngavie Branch Library Survey, the Bolton Technical College Survey, carried out by the Tutor-librarian Norman Burgess, is less ambitious and based largely on a single method. It consists of a straightforward analysis of a questionnaire issued to part-time students during the Easter and Summer terms of 1963 to find out their attitudes to books and libraries. Extracts from their answers are given verbatim which makes for amusing though often repetitive reading.

While with the Milngavie survey the method commands most interest, in the Bolton survey it is the results that are important. They provide an insight into the minds of some of those young people whose reading is the subject of much concern among librarians.

Also in the Bolton survey some very interesting facts come to light: Organised instruction in library use was given to 69·7 per cent of students in secondary modern schools and 34·6 per cent of students in grammar schools. More than half of the students interviewed were not members of the library. What is even more staggering, 30 per cent said that they did not use any books in connection with their course of study at all.

ACCORDING TO THE CODE; a review by Betty Ramsbotham

COLVIN, Laura. Cataloging sampler: a comparative and interpretative guide *The Shoestring Press*, 1963. 90s.

According to the preface, this 'Sampler' represents current standard practice in the United States, and was designed primarily for use in the cataloguing course of the Simmons College Graduate Library School. As such, it has definite limitations for British cataloguers. Examples are predominantly of Library of Congress cards, processing techniques are typically American, and (inevitably, it would seem, in an American work on cataloguing) it is geared to the dictionary catalogue.

An enormous number of examples of entries are given, illustrating various types of heading and description; to take one or two examples at random—how to set out the heading for a king, or a Chinese author, or the author statement in a pseudonymous work, or an imprint statement which says 'Published for . . .' These entries are arranged in eleven broad groups: Cataloging control records; The Dictionary card catalog; Monograph publications; Serial publications; Publications issued in series; Analytical entries; Works related; Relationships in the catalog; Works of special type and special collections; Nonbook materials; Shelf list. In addition, there are appendices covering a number of specialised methods including an experiment tried at the University College of Los Angeles

in coping with a backlog of cataloguing by reproducing photocopies of title pages on catalogue cards. Another of the appendices deals very briefly with the classified catalogue. By dint of perseverance and patience one can follow the arrangement; a work of this sort is not easy to arrange, and the author has succeeded as well as can be expected. The index is excellent, very full, and invaluable as a means of locating examples of specific points.

One must admire Miss Colvin's energy and enthusiasm in collecting material for this book, and the ingenuity that has gone into its planning, but I cannot help feeling that it is energy, enthusiasm and ingenuity somewhat wasted. Who are the people who will find the sampler most useful? Practising cataloguers, whom the author hopes may use it? Students and teachers for whom it is primarily intended? It is interesting to see the variety of style that is possible (though this is largely Library of Congress), and if one were compiling a new catalogue it would be of value in planning the style to be followed. How many are in this position? Most are concerned with the maintenance of existing catalogues where style is firmly established. We may not like that style, but are committed to it unless we have the opportunities to re-make the catalogue. In any case, I do not believe that this is the main problem for cataloguers. It is not a question of how to set out entries, but how to recognise the problems involved, how to interpret the information in the works being catalogued and how to determine what should go in the entry. This work takes over once these points have been settled; it gives the solutions without stating the problems. True, it is intended primarily as an accompaniment to teaching, when the problems will be expounded by the teacher, but this very fact makes it less useful to the cataloguer who does not have the benefit of the exposition. Can the sampler be used by students to supplement their studies, or by teachers to supplement instruction? Not altogether successfully, I think. A sampler of this sort is a very personal matter, and most teachers would, I imagine, prefer to use one they had constructed themselves. Also, the examples mean little unless they can be related to the works concerned, and how many could lay their hands on the particular work at the right moment? The examples would have been far more useful to cataloguer, student and teacher alike had they been accompanied by reproductions of the title pages and other relevant information concerning the works from which the entries are constructed. This is asking a lot, but I would have been content with half the number of examples in order to makes this possible. Even title pages on their own are not very satisfactory—one really needs the books—but they are better than nothing at all!

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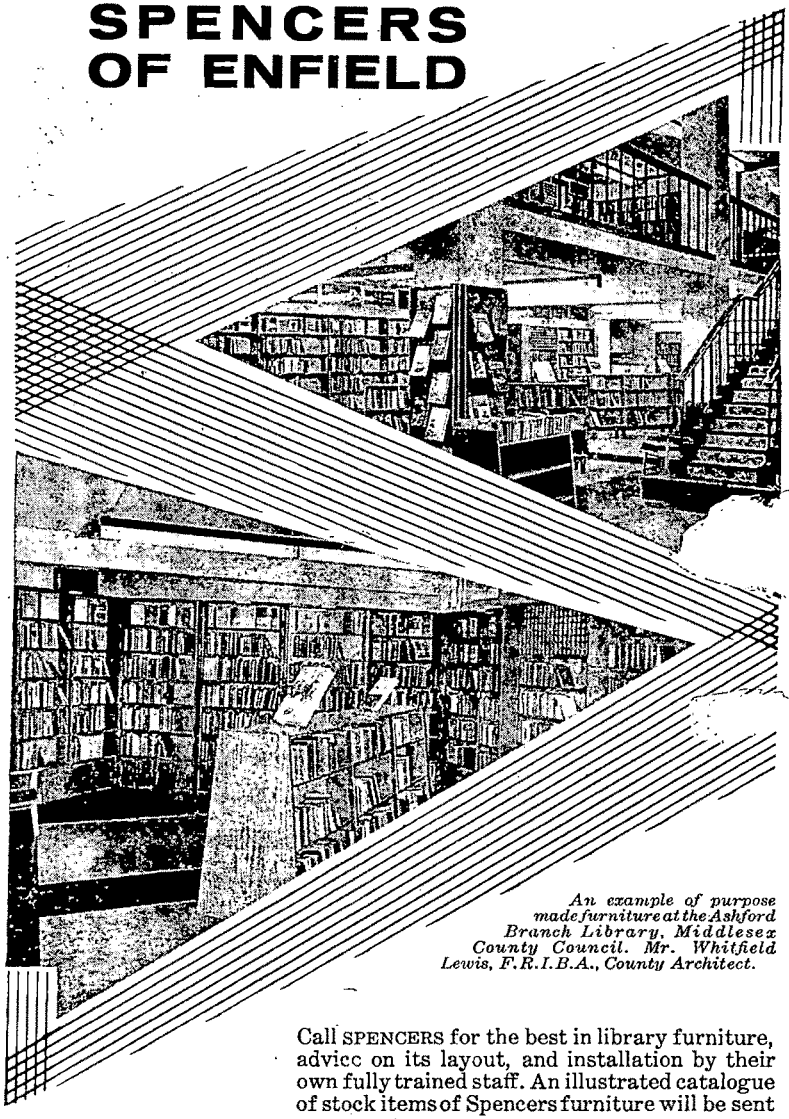
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The Assistant Librarian



Official Journal of the
Association of Assistant Librarians

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Vol. 57 No. 2

February 1964

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THE ASSISTANT LIBRARIAN

Official Journal of the Association of Assistant Librarians
(Group of the Library Association)
Editor: Peter D. Gann. *Associate Editor:* Tom Wilson
Central Library, The Priory, Church Hill, Orpington, Kent

Vol. 57 No. 2 February 1964

EDITORIAL

In my Election Manifesto last November, I said that I hoped to bring back the serifs and ban the glossy paper. The fact that this has been done this year is due to the co-operation of Peter Labdon and Andrew Armour. Mr. Armour and I found that we both wanted to change the typeface and the paper. Peter Labdon buried his private feelings and organised the change for whoever was elected. He also got together the January issue, as the election results came out too late for the new editor to do so. My grateful thanks go to both of them.

I must also pay tribute to Peter Labdon for carrying the burden of editorship since 1961. As he said last December, it is not a job for everyone. He was not content merely to drift along, publishing what was offered, but at a considerable cost in blood, sweat and possibly tears, produced special issues such as last September's, which was devoted mainly to the relationship of libraries and the book trade. He sought to use the *Assistant Librarian* to remedy the defects in British library periodicals. Although I disagree with his views, all honour to him for the effort.

That is not to say that symposia on such subjects should not be published; only that the *Assistant Librarian* ought to cater for younger librarians, by giving them space to appear in print—in my view. It has seemed to me lately that we in the A.A.L. have been taking ourselves much too seriously and have been trying to act as if we were the L.A. The Library Association, by contrast, has shown itself almost go-ahead, in typical A.A.L. vein; which brings me to the purpose of the A.A.L.

Is the A.A.L. no longer necessary? Now that correspondence courses are on the way out, one great justification for its existence is going too. And what should the Ginger Group of the Library Association do when the L.A. is already gingered? Well—a bit gingered.

Don't worry, there are still plenty of things to be done. Only last December the *Yorkshire Librarian* reported Mr. Barry as saying to a meeting in that county that 'the real centre for public relations is the library counter or enquiry desk. It is in the libraries themselves that a public image is developed, and it is by word of mouth that a library reputation is either gained or lost.' (It is the report which is quoted—these are not necessarily Mr. Barry's own words.)

This is true as far as it goes. And it is also true as Mr. Barry said, that libraries compare favourably with most other professions in the publicity they receive,

that journalists are essentially realistic in the material they select, and that it is easy to waste money in public relations.

However, this takes little account of the potential of libraries and of the possibility that jobs we *can* do (if we will make the effort *and* tell the world what services are available) will be taken over by others. On 30th December, for instance, a French organisation known as 'S.V.P.' was featured on television. This organisation (the letters stand for *S'il Vous Plaît*) undertakes to answer any sort of enquiry by telephone; and much of its work could be carried out by a good reference library.

I have before me another example: a letter advertising a new information service to boost patronage of local activities and amenities, from Michael Joyce (PR) Ltd., of Grand Buildings, Trafalgar Square, London, W.C.2. Recognising that visitors to the larger hotels have money to spend but no knowledge of the town, this firm is offering 'Infomat' automatic information machines, which contain recorded information on thirtytwo different trades and services. The guest simply lifts a hand-set and presses a button for his particular requirement. Could this be the thin end of the wedge?

Maybe public relations does begin at the enquiry desk, and, no doubt, we could all make improvements. But should there not be a national lead? In America, when President Kennedy died, Frederick H. Wagman, president of the American Library Association, went on record as saying that the Executive Board of the A.L.A. were 'shocked and deeply saddened by this cruel news' and called on all librarians 'to honor our dead President by renewed devotion to our common cause, the strengthening of all our democratic institutions, and resistance to all forces that place in jeopardy our freedoms and those of all our fellow citizens'. This announcement was sent far and wide (even to the little *Assistant Librarian*) by the A.L.A.'s Public Relations Officer, Charles R. Carner. This news was a shock to the whole world; and American librarians would probably have been dismayed had the A.L.A. president made no announcement.

In this country we are not used to the Library Association making public announcements, even on matters in its own province. True, Mr. Barry has written to the papers and appeared on television; but only when we were attacked and had to defend ourselves. The initiative is left to others.

ASSISTANTS ABROAD

We are constantly reminded that librarianship is one world. The A.A.L. Study-Tour has returned, dizzy, from America. Prominent British librarians have gone

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overseas to help organise library services. I hope that the *Assistant* will publish occasionally articles and letters from overseas librarians working in this country and British librarians working overseas, so that we can see each other's point of view.

This is an appropriate place to note the birth of a new library periodical, *Ghana Library Journal*. It is to be published three times a year (February, July and October) and the subscription is 15s. per annum. The editor is Mr. R. C. Benge, P.O. Box 2362, Accra, Ghana. Mr. Benge would be glad of as much support from subscribers in this country as he can get.

The *Ghana Library Journal* (the first issue is of 24 pages) is well produced and makes interesting reading. (An added advantage, possibly, is that it doesn't come out so often as to be a menace to one's spare time!) It hopes to 'provide a link between all those concerned with libraries in any capacity both within Ghana and throughout the world. By such means the members of a small and struggling profession can transcend the hierarchies of their limited situations.'

INNOCENTS ABROAD: the A.A.L. in the United States, 1963

by Penelope Clarke

The worst thing about returning from a fortnight of splendid and superabundant living in America has been the readjustment, slow and tentative, to English ways of life. It hasn't been only the showers, elevators, air-conditioning, the clean, clean food, the hot, hot sun; it's that in a fortnight, some of us—unexpectedly and almost against our conscious will—yielded completely to the charm of American elemental, unquenchable exuberance. This is in no sense a criticism of the English way of life. It now appears to me that the only way to visit America is to regard it as another foreign country, a place as strange, as alien, as unique as any far distant island in the China seas, and to insist to one's irritated loyal British colleagues, friends and relatives that approbation of features of the U.S.A. does not necessarily connote a corresponding disapprobation of Great Britain. To visit the U.S.A. purely in order to corroborate the low opinions of that country seemingly held by many British people on the basis of . . . 'I knew some Americans once who . . . ' appears to me a sad waste of time and amounts also to 'downright ill manners' . . . like refusing to laugh at someone else's jokes. Taking off from London Airport, therefore, I determined to *appreciate* above all. It was a gorgeous day when we left and I felt—like Miss Brodie—in my prime; bumping cheerfully about the plane in my blue slipperettes (B.O.A.C. Take Good Care of You) between the bar and the Elizabethan Arden toiletteries joyfully discovered in the littlest room, I realised gently and peacefully as we winged it through the clouds that here was the fullness of life that had eluded me for so long . . . .

We landed at Boston Airport with an ungentle thump to catch a glimpse of a small group of people determinedly waving in our direction. The sun shone. It was 9 p.m. British time, 4 p.m. in Boston. Eric Moon was there. Milton Lord, Director of Boston Public Library, was there. There were customs people, airline officials everywhere. America suddenly seemed full of familiar faces from the casts of *Perry Mason*, *Dr. Kildare* and all the American films you'd ever seen.

Tea was served at the Boston Public Library, a massive, marbled building in the middle of Copley Square. Welcomed and labelled, we milled around their lecture hall waiting to be claimed by our hosts and hostesses who then took us

away to their own homes. That the American librarians in Boston could even contemplate, let alone organise five days' accommodation in their own homes for 138 British librarians fills one with awe and respect. We went home with them to huge mansions, suburban houses, small apartments, large apartments, and we gained thereby immeasurably as we saw the American way of life in ordinary day-by-day terms. Perhaps there were some things which taxed our sang-froid; jam dough-nuts for breakfast came into this category, as did that first evening when some of us found ourselves completing a 24-hour day without sleep.

Boston being the centre of the Revolution, sightseeing becomes slightly embarrassing as building succeeds building, fire succeeds fire, and the destructive habits of the inconsiderate English are emphasised with sly humour by American guides. Beacon Hill is the oldest part of the city—long vistas of the Charles River, old squares, and those charming purple panes of glass in the windows of some of the old houses. Boston seemed very big and very busy—broad streets and speeding cars and long, broader-still tree-striped avenues with ivy-covered churches and elderly houses.

The afternoon's arrangements included eleven different library visits, another tribute to the Boston committee's organising ability. Much of that organising ability was concentrated in the effervescent person of Mrs. Betty Wright, Assistant Director to the Director of the Boston Public Library. Fizzing with life, equipped with a voice that climbed to a constant crescendo, gay, chic and indomitable, she mothered us all and remained unmoved by the direst of emergencies. Marvellous woman.

We were told we should be welcomed at Massachusetts Institute of Technology by a 4 foot high Eskimo. We were met by the biggest, tallest negro I have ever seen with a grin to split the moon in half. After lunch, we saw round the libraries—lovely, spacious, well-equipped departments—and it was here that we became aware of the Rules for Correct Behaviour in College Libraries. Adopt a lolling attitude, feel for chewing gum under chair-arm, light up cigarette stubs and swing legs up on to the table until complete relaxation obtained .... Despite all this, there was a feeling of concentrated work which impressed me. When we reached Harvard next day, this impression was even stronger as might be expected of the top university. Tall young Grecian heroes strolled around Harvard Yard; serious, articulate and quite delightful, some of them showed us their libraries, their chapel, the Le Corbusier Visual Arts Centre, their newly completed living quarters. It was at Harvard that I began to realise just how many of our manuscripts are now finding their way into American libraries. The Houghton Library has a Keats collection that must surely be unrivalled; in the basement is a vast collection of original manuscripts old and new including some of Dylan Thomas' working manuscripts—these revealed a regrettable, if not unexpected, affection for certain four-letter words.

After a splendid day out in the New England countryside with the 'foliage' at its most vivid, Boston University entertained us all to dinner on our last night, a great kindness. Our President presented our thanks to the Boston Committee

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in his own witty fashion—and may I put it on record here and now what an incalculable asset it was for us to have with us so able a spokesman. The Harvard Dunces then rendered some fairly spicey songs and having taken the precaution of bringing along both their business manager and a pile of ready autographed records, did a satisfactory trade.

With much omitted, that was Boston. We left for Washington by coach next day, early, from the steps of the Boston Public Library crowded with our devoted Boston hosts and hostesses who'd abandoned their warm, comfortable Sunday morning beds to see us off. The genuine welcome that these New England people had given us, complete strangers, really overwhelmed us. We felt inadequate.

We didn't reach Washington till nearly 8 p.m. We became Howard Johnson habitués, shaking out the nickels and the dimes onto the bar counter like old hands, eyeing the fried chicken, fried clams, fried prawns and spotless packages of hygienic eatables with increasing need as the day wore on. Travelling on the toll-roads, the coaches made short work of the 500 miles between Boston and Washington, it got steadily hotter as we moved farther south, skirting New York, tantalised by a glimpse of the Manhattan skyline, crossing vast rivers and eventually coming in the darkness into the centre of Washington, white buildings looming up in the lamplight and finally a sea of faces outside the Library of Congress. Never had so many librarians congregated on the steps of the Library of Congress before.

It was in Washington that the American emphasis on comfort really began to impinge. Private bathrooms, air-conditioning as well as central heating, broad purring cars, doors with magic eyes, elevators that whisked you off your feet. Washington was a city of contrasts, plunging you from imposing vistas of white, pseudo-classic façades into black, paint-peeling slums. There were serene, scarlet-mapled garden roads where the crickets made the sort of unbelievable twilight clatter you'd always associated with the Sunday night play—but there were back-streets reminiscent of Rachmannland. It seemed a curious city without any shape, a mass of federal buildings, and rows of flags that are for ever undergoing lightning changes as honoured guest succeeds honoured guest. We visited the White House and we saw the Library of Congress, of course, an enormous complicated structure of departments. Good manners constrained us to spend half our time admiring the building itself; some of us felt extremely disappointed at the whirlwind tour we made of the Library departments, far too much to absorb in the brief time we were given. Later, we met a Congressman particularly concerned with the development of American libraries. Alas, I can't remember a word of what was said, the heat was intense and we sat in the council members' seats and drank up all the cold water out of paper cups .... We visited the Library Services Branch of the U.S. Department of Education, the British Embassy Library, Documentation Inc., the National Library of Medicine—this is a new highly efficient building were mechanical techniques were being used to provide one of the speediest systems of information provision I had ever seen.

We also made our only visit to a County Library. The Director was justly proud of all he had achieved in the eleven years since the County Library had been established. His attractive newly built libraries impressed us with their spaciousness, but we found the bookstock not always attractive and sometimes cramped up. Photocharging everywhere, bookmobile services and collections of films and records were also maintained, also 'duplicate pay' collections to cope with the demand for recently published popular books.

Impossible, and possibly indiscreet to cover all we saw and did in Washington; to hear Malcolm Sargent conducting the Royal Philharmonic in Constitution Hall was an unexpected irony, to attend a Business and Professional Women's dinner was an experience, to drink cranberry juice soaked in vodka was infinitely delightful.

The day we went to Charlottesville was one of the hottest days of the trip. The University of Virginia is superbly planned; its lawns and colonnades stretch out from the Rotunda, Jefferson's white-domed replica of the Pantheon. There is a pervasive air of nostalgia amongst those white pillars and one sank into it all with grateful, sensuous appreciation. It was the same at Monticello, Jefferson's beautiful house a few miles out of Charlottesville; here was the home of an eighteenth-century Leonardo, a man skilled not only as an architect but as an inventor, gardener and handyman—and, of course, politician.

We left Washington early next morning and made a two-hour lunch stop at the famous Enoch Pratt Free Library, Baltimore; despite a hurried tour, one gained an impression of a great busy institution truly involved in the life of the community it served. This was quite one of the most inspiring libraries we visited. Friday night, and we eased into New York; car-jammed streets pulsating with light and noisy, hustling, bustling humanity. For the first time on this high-pressure tour we found ourselves with a week-end free for following our own devices. When we met up again at tea-time on Sunday as the guests of the English Speaking Union on 69th Street, we had stood in Times Square, gone berserk in Greenwich Village, saluted the Statue of Liberty, sailed round Manhattan Island, investigated museums and art galleries, and peered down on New York City from the one and half dollar heights of the Empire State. Since all 138 of us returned home, it can be concluded that none of us went into Central Park after dark. The temperatures in New York were well into the 70s until the very last day, and the heat probably gave us a rather unique idea of the city, especially at night when it was a cool delight to amble past the magnificent opulence of the 5th Avenue shops, to drink cocktails in the Rainbow Room at the top of the Rockefeller Centre, to listen to rough and ready folk songs in Washington Square. On Monday, we saw New York Public Library which is right in the middle of 5th Avenue. This is the Central Building containing the vast reference collection; there are no fewer than eighty Branch Libraries. Illuminated manuscripts, rare books, three special collections supported by private endowments, and nineteen subject departments in the charge of highly qualified specialist staff completed the services offered. It was quite magnificent. So was the R. R. Bowker Co. lunch which followed; this included sherry and caviar and a tour of the company's new offices with a brief thoughtful glance at the smooth-carpeted office of Eric Moon, editor of the *Library Journal* and christened, by common consent, Bagman to the Tour. On then to Columbia University and a speedy tour of the department of one's choice; finally a splendid cocktail party where members of the School of Library Service, students and ourselves all got down to some serious drinking and successful barrier dissolving. Jack Dalton, the Dean of the School, was an excellent host.

Our last day took us to Brooklyn Public Library for a tour of another big library. Speed reading courses were being organised here, an interesting development and a new interpretation of the function of the Public Library perhaps. At a gargantuan lunch we were the guests of the H. W. Wilson Co., then more speeches and a lighthearted inspection of the H. W. Wilson premises. Our last evening was devoted to all kinds of activities according to our interests, but the

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final item on our planned schedule was the evening meeting of the New York Library Club at the Donnell Library Centre. The Auditorium was packed that night; our American colleagues paid us the charming compliment of turning up in force to meet us, hear our impressions and exchange comments. Eric Moon, acting as chairman, used his knowledge and understanding of British and American librarianship to promote a general discussion that interested us all. But the net outcome was a feeling of great frustration. Here, for about the first time on the whole tour, we had contact with a large, keenly interested group of American librarians—and there wasn't time to talk to each other. It should have been the climax to the whole visit; more time, and it would surely have been just that.

We flew back to Britain next day in indescribable high spirits. Our impressions of America and American librarianship will vary immensely from person to person, and we found room for criticism as well as admiration. But there are, perhaps, one or two reactions common to us all. We were struck above all by the kindness, friendliness and generosity of the Americans. With reservations, we were impressed by their professionalism, by the funds available for books and buildings, by the breadth and depth of their conception of library service. Above all, we felt ourselves fortunate to have had this chance to see so much in so short a time and our thanks go to the American Committees who worked so hard on our behalf, to Eric Moon who acted as general tour promoter on both sides of the Atlantic, and to our hard-worked committee, President and Secretary without whom we should never have achieved this magnificent tour.

Postscript

It is still only a few weeks since the members of the Study Tour returned from the U.S.A. For many of us it was our first glimpse of an energetic, indomitable country, huge and various and completely unique. We met Americans of all sorts, we slept in American houses, we ate, we talked, we made friends. Now their President has been murdered. To us, a small group of British librarians, still dazed from our first exposure to America, to Washington in particular, still sensitized to American attitudes and wavelengths, this disaster has rendered for the moment every memory described all the more poignant.

PENELOPE CLARKE, *School Services Librarian, Surrey County Library.*
November, 1963.

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POLICY FOR PROGRESS: THE REORGANISATION OF THE A.A.L.

The A.A.L. Council received so many criticisms of 'Policy for Progress', published in the August issue of The Assistant Librarian, *that it has drastically revised the original draft. This is virtually a new document. Further comments are invited, which should be sent to the Hon. Secretary, Miss J. M. Plaister, B.Sc. (Econ.), F.L.A., Director, S.E.R.L.S., National Central Library, Malet Place, London, W.C.1, by 29th February.*

The A.A.L. exists to speak for and to young librarians; it is they who must be concerned with change and development, and the A.A.L. must try to anticipate the pattern of coming changes and formulate policies to meet them. The A.A.L. is an effective and responsible group of the L.A. and this role must be maintained and developed to the mutual benefit of both. The significance of this relationship lies in the Association's tradition of stimulating ideas and in its invaluable function as a training ground for future professional work. An organised professional group can further this role more effectively than could the diffused activities of individual young librarians.

The Association, however, does not exist in a vacuum, but in a society in which scientific, technical, social and cultural progress has made libraries essential services rather than marginal luxuries. The profession is changing and evolving to meet these demands.

Library provision is expanding rapidly in all fields and there have been important and far-reaching changes in library education. To meet this stiuation the A.A.L. should develop along the following lines.

1. *Education*

Parallel to the fundamental change now taking place in education for librarianship, the Association must develop a new outlook and make its educational activities supplement the formal educational system which is evolving.

Accordingly, the Association must pay greater attention to the needs of the student-librarian, and must encourage close co-operation between students, the A.A.L., the Library Association, the A.B.L.S. and senior staff in libraries. A National Advisory Council for Education in Librarianship should be set up to be concerned with standards of tuition and examination, the provision of text-books and books of wider professional appeal and a research programme involving educational projects. The A.A.L. has a vital role to play in the establishment and work of such a body.

To contribute to the further education of professional librarians an extended programme of conferences and weekend schools at regional and national level must be organised. Particular attention should be paid to the development of new ideas within the profession and the application of modern techniques from the field of management. Attention must also be given to automation, computers and micro-recording.

An integral part of A.A.L. activities in the future will be visits and exchanges to promote understanding between librarians in this country and overseas.

The present policy of continuing the Final and Entrance correspondence courses for so long as the examinations survive is re-affirmed.

2. *Research*

There is an urgent need for research in many areas of librarianship. The A.A.L.

should sponsor it in co-operation with the National Council for Education and the L.A. An annual research grant is already being made available by the A.A.L., but investigation into further sources of financial aid should be undertaken, including the maintenance of a national register of library research projects.

3. *Publishing*

The Association needs to plan a publishing policy which must include text-books and a journal as at present, but, in addition, there should be a series of Occasional Papers on little documented topics, bibliographical aids, reports on research and surveys, and the proceedings of conferences and symposia.

4. *Local Activities*

The needs of existing members, whether qualified or not, must be met, and the traditional pattern of local meetings and activities will still be needed. The future membership of the A.A.L. will, however, include large numbers of library students and newly-qualified librarians and meetings must also be planned with these groups in mind. These activities are essential if the rank and file member is to have a share in the life of the Association.

5. *Welfare and Service Conditions*

Attention must be directed to:

(a) The promotion of high standards of employment in respect of salaries, hours of duty and staff facilities in libraries of all kinds. The A.A.L. can, by enquiry and report, bring to light anomalies and encourage prompt action by the negotiating bodies.
(b) The encouragement of the formation of active staff guilds and associations. Advice and support should be readily available.
(c) The welfare and conditions of students in schools of librarianship.
(d) The encouragement of adequate trainee-librarian schemes including post-library school training.
(e) Attendance at library schools with adequate financial support.

Major changes are necessary in the structure of the A.A.L. if the programme is to be effectively carried out and if the Association is to continue to play a leading role in professional affairs. In proposing the changes outlined below, the Council took into consideration the following points:

(a) Communication with individual members and the organisation of local activities need to be more effective.
(b) There should be a place for students at Library Schools in the structure and the possibility of co-operation with Staff Guilds and other local professional groups should be recognised and encouraged.
(c) In future, more activities will need to be organised regionally on a scale which is beyond the needs and resources of the smaller existing Divisions.
(d) If the National Council is to carry out its functions more effectively in the future it must be reconstituted on more efficient lines.
(e) A greater proportion of the Association's funds should be spent on activities more directly related to the needs of the membership.
(f) The amount of work which the present structure of the Association throws on the National Offices has grown to a load which must be lightened.

Arising from these considerations Council proposes changes in the Divisional structure and in the size and organisation of Council. These together with certain other points which arise from the proposed changes, are set out below.

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A. *Proposed Divisional Structure*

1. It is proposed to reduce the number of Divisions to 15 by combining North and South Wales, and Liverpool and Manchester Divisions. The resultant divisions will be:

Northern Ireland
Scotland
Wales
Northern England (including a part of N. Lancashire)
Yorkshire, excluding N. Riding
Lancashire and Cheshire
West Midlands
East Midlands
Eastern England
Greater London (including Essex, Berks., Bucks. and Oxon)
Surrey and Sussex
Kent
Devon and Cornwall
Bristol and District
Wessex

The financing and responsibilities of the divisions would remain unchanged. Provision should be made in divisional rules for students at local Library Schools to elect a representative to the Divisional Committee.

2. Regional Committees. Council is strongly of the opinion that regional committees are needed in some parts of the country for the purpose of organising regional conferences and other joint activities. They would consist of representatives from each of the participating divisions and would meet as necessary. The activities of such committees would merit financial assistance from the Council as appropriate. Obvious examples in this connection are S.W. England and S.E. England.

3. Subdivisions. Provision may be made for the setting up of subdivisions in areas where transport difficulties and other factors make it desirable. Extra administrative costs would be taken into account when Divisional capitation is assessed.

B. *Council*

1. Size of Council. It is generally felt that Council is at present too large for the efficient conduct of business and it absorbs too large a proportion of the Association's funds. It is proposed that the Council be reconstituted as follows:

Divisional representatives, one from each division	15
Country councillors	6
London councillors	3
National officers	6
Officers of the Council	4
	34

The National Officers would be as follows:

President	Officers of the Council:
Vice-President	Honorary Education Officer
Past President	Honorary Publications Officer
Honorary Secretary	Honorary Membership Officer
Honorary Treasurer	Honorary Conference Secretary
Honorary Editor	

National councillors would be elected annually and no specific provision is proposed for the election of councillors under 30 years of age.

2. The Standing Committees of the Council will be the following:

(a) *Finance and General Purposes:* responsible for finance, matters not falling to other Committees and the *Assistant Librarian.* (The Editor would be a member of the Committee)

(b) *Membership and Conferences:* responsible for membership matters, welfare and working conditions, arrangements for International exchange visits and the organisation of Conferences and other activities on a National and/or Regional scale.

(c) *Education and Research:* responsible for all educational activities, liaison with the proposed 'National Advisory Council for Education in Librarianship', and the supervision of research activities.

(d) *Publications:* responsible for the publishing policy of the Association and its expansion into the field of visual aids.

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The Council as proposed will be able to act effectively as a policy-making body and the Executive Committee would therefore not be necessary.

3. The Honorary Officers should have greater executive responsibility in administrative matters and the Standing Committees should have greater powers of decision and report in routine matters. The extent of such delegation of powers should be laid down in Standing Orders.

4. The duties of the A.A.L. representatives on the L.A. Council should be outlined in Standing Orders.

C. *Finance*

Council considers that the substantial economies resulting from a smaller National Council would enable more generous financial provision to be made towards Divisional and Regional activities.

D. *Standing Orders of the Council and General Rules*

These will require thorough revision.

YOUR LETTERS

The Professional Approach

I feel that an answer must be given to Dr. Duncan Leys on the matter of voluntary workers in hospital libraries. One would not expect a non-librarian to know of the feeling in the profession on this matter, but as a professional man himself he should be aware of the difficulties and dangers of using such staff. He, is of course, a member of a profession—medicine—which has been purely professional for a very long time, but would he consider handing over his patients to a voluntary worker, an amateur, however willing and eager to help? The contention of the hospital librarians, and of the profession as a whole, is that our job is just as important as his and as worthy of full-time, professionally qualified staff. Its urgency may not be as immediate, but it is as important.

Dr. Leys seems also to have confused the principles of employing voluntary staff with that of full-time, paid but unqualified staff. The need for staff other than the librarian in all but the smallest of libraries is obvious, but if the job is worth doing at all it must be worth doing well and therefore employing someone who is paid to do it. While hospital libraries continue to have to rely on part-time, voluntary staff they will continue to have the slightly patronising, 'charity' air about them which so many still suffer from.

On the other hand, there is, in many cases, no immediate money available for the employment of full-time paid staff and so many, in fact most, hospital libraries still have to rely on the very valuable and welcome help given by willing and in many cases gifted volunteers. Mr. Saxby's point was, surely, that however we may appreciate the help given in this way, this is not the best, or even a very desirable way of running a very important part of the hospital's service and the retention of it is simply another of the indications that in too many hospitals the library is regarded as 'useful' but the librarian as hardly necessary. That the Pilot Survey should take this attitude is reprehensible to say the least.

J. B. WHITE, A.L.A., *Southwark Central Library.*

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The annual subscription for Library School students has been drastically increased within the year. Are we not then entitled to an adequate library service at our professional headquarters?

We can understand overcrowding due to outgrown accommodation. We can sympathise with the Association's reluctance to install effective lighting, and to remove dust and grime caused by building construction nearby. Any organisation which is soon to be housed elsewhere is naturally loth to spend money on its present building. These conditions can be tolerated.

However, it is hardly encouraging to young librarians to find a staff so unwilling, or so unable, to offer any practical assistance beyond a fleeting gesture in the general direction of the catalogue. It is even more disconcerting to attempt serious study against an audible background of staff conversations mingled with shrill female laughter.

Is the new image of librarianship, as put forward by the Library Association, not to be in evidence at Chaucer House?

CELIA ADAMS and WENDY JACKSON, *Students, Ealing Technical College.*

LIBRARIAN-BAITING

The questions of the librarian's public image raised by Valerie Bradshaw in the *Assistant Librarian* in November are of sufficient interest and wit to provoke a reply from a librarian who is both within and without the pale of librarianship as understood by the majority of members of the A.A.L.

Miss Bradshaw's 'schizoid personality' idea is something which is available to all members of the profession who are working outside the framework of public librarianship. I refer, of course, to that small, dedicated, and in the main, silent body of people who are referred to as Special Librarians. Many of you may have heard of Special Libraries, as they crop up occasionally in examination questions or lectures—some may even have had the opportunity of seeing a special library. It is perhaps an unrealised fact that special librarians read other things than the fascinating pages of *Aslib Proceedings*, *Chemical Abstracts*, *Kempe's Engineers Yearbook*, or the *British Technology Index*. They emerge occasionally from their technical delvings to read fiction, non-fiction and, among the females, even romances. Since these books are not available on the shelves of their own establishments they have two choices—they can either buy the books or they can approach (often with some trepidation) their public library.

The beauty of the second alternative is that two interesting occupations can be pursued at one and the same time. The joy of getting books which one desires to read can be supplemented by the ancient sport of librarian-baiting, which has been followed by a select few since Carnegie first started sprinkling largesse to the local authorities of the British Isles.

There is no stylised organisation for the librarian-baiter; he is a member of a large and loose camaraderie which operates nationally in a variety of guises. The lower echelons of the organisation operate as old ladies who want love stories, grubby children who want westerns for granny, young mothers with large prams, and teenagers looking for dubious books at busy times.

The ploys of these members are many and various; they graduate from general and inconsequential gossip to the higher techniques such as blocking entire catalogues with wheeled baskets, and having tiny infants tear down displays. Such people are motivated by an inborn desire to break down the haughty attitude of the average librarian, and they seek to fulfil this by the technique known to the

initiates as 'constant irritation'. The savage lust of such members is so great that they await the glorious day when the librarian will wail, gnash his teeth, and commence to throw overdue slips at the assembled readers.

Needless to say this happens but infrequently, and the pleasure derived is consequently so much greater than the usual occurrence of the bursting into tears and fleeing to the staff-room

The adepts of this fascinating pastime are much more enlightened, and are therefore so much more dangerous. They are motivated by a combination of native cussedness and a professional abhorrence of the attitudes and manners of the small minority of library assistants. I refer, of course, to the special librarians, who assume their Hyde characters and venture forth to sample the delights of librarianship from the other side of the charging desk. During the course of their researches, they accumulate much information which, although it would be of no use to the Consumers' Association, could be of some benefit to the public librarian. Few of this dedicated body are known to each other, and in very few instances are they known to the librarians who seek to help them.

In fairness to the profession, one must admit that the majority of public librarians leave little to be desired in the question of manners and courtesy; it is the small minority that leave a bad taste in the reader's mouth who are remembered. This is easily shown by a little thought. Is it not true that you tend to remember the obstreperous or awkward readers (who are relatively few) rather than those who often use the library without annoying or offending (the great majority)? The other side of the coin is equally illuminating, and the public are often nauseated by the attitude of one member of the staff, to the detriment of their opinion of the rest. When this happens, the incognito librarian is in a very good position to see it, and to make a reasonably impartial judgement of the question. It is often extremely funny (and very enlightening) to be considered a member of that amorphous body—the general reading public. One occasion I noticed in the display panel outside my local public library a jacket of a recently-published book which I wished to read. I looked in the catalogues for the book and found no trace of it. I went to the information desk to ask if I could reserve the book when it appeared. The assistant assured me that if the book wasn't in the catalogue then it was not in the library. The statement that the jacket was displayed outside cut no ice whatsoever. I then stupidly asked if it was not somewhat misleading to display jackets of books not in the library, and was informed that it was normal practice, and that the book might perhaps appear later. I then asked why, if the book had appeared several weeks ago, they had not ordered it sooner. Reluctantly the assistant checked, and confirmed that the book had been received about ten days ago. 'Why then,' I asked, 'was it not on the shelves?' Then the assistant began a technical ten-minute discourse into the techniques of selection, acquisition, accession, cataloguing, classification, spine-lettering, covering, and shelving. 'Much work is done behind the scenes,' I was told, 'which you wouldn't understand, but which is most necessary and which often takes a long time.' I reminisced of the day two weeks before when I sat in Chaucer House answering questions in Group C of the Registration Examination. Splendid! you may think, but from a misinformed youth who can barely have seen the end of an 'O' level paper, let alone an F.P.E. paper, is this what the local residents are entitled to expect? A visit to one of the bastions of the Brown classification can be equally mystifying. Having struggled through Group A and emerged victorious, it is very entertaining to be assured that Brown is a logical and simple system of 'scientific progression'. Well I read Mills' book too, but has the local reader?

And is he, if he asks what is 'scientific progression', met with a blank unbelieving stare and a shrug of shapely shoulders? The disbelieving grunt of the assistant in a large London library had to be heard to be believed when she was asked, 'What about the interavailability of library tickets?', having refused to loan books on the tickets of one of the most progressive county libraries in the Home Counties. Until that moment the expression 'eyes on stalks' had been another meaningless phrase to me, but no more. To speak or act in such a fashion is rudeness, albeit probably unconsciously rude, and the fault here stems from the accent of the L.A. syllabus on factual matters, to the exclusion of, for want of a better word, 'the social graces'. I am inclined to wonder if librarians should take such a patriarchal attitude to the general public, although one can appreciate the argument that little is known about us, and that we should seize every opportunity to publicise our work. Perhaps the old-fashioned method of teaching by example (as shown in the New Testament) is to be preferred to some of the methods expounded in J. A. C. Brown's book, *Techniques of Persuasion*. Selling ourselves is all very well, but consultation of any good book on salesmanship will show that there is a right and a wrong way, and the few of us who are both customer and retailer are fortunately able to see both sides of the fence. Having by now probably completely obliterated the present infinitesimal chance of obtaining any current science-fiction from my much-maligned colleagues, I will apologise to those who take offence at my remarks, and return with my tongue in my cheek to the sheltered domain of my non-public-ridden special library. JOHN NORTH, *Morgan Bros. (Publishers) Library*.

CAREER PROSPECTS: a review by a Youth Employment Officer

CURRIE, Clifford. Prospects in librarianship; a guide to careers in modern librarianship. *Crosby Lockwood*, 1963. 15s.

This is a revised edition of the book first published in 1958, and then titled *Be a Librarian*. The issue of the Library Association's careers pamphlet with the same title in 1962 explains why the publishers chose the new title, *Prospects in Librarianship*.

The first sentence of the Library Association's pamphlet describes librarianship as 'getting the right book to the right reader, at the right time'. Mr. Currie's aim is to 'try to introduce both school leavers and graduates to the principal elements of library work and—although this is not a textbook—to be of some help to student libraries in the United Kingdom with their Intermediate Examination, and even their Final Examination as well'. With different readers at different stages, is this the right book? It is never easy to gauge the approach and level of expression best suited to any reader. It is not easy to say whether or not Mr. Currie has succeeded as his book leaves some doubt as to which side of the Atlantic he wishes it to reach. He gallantly attempts to 'offer a modest chart of the mid-Atlantic area of the profession to trainees and library school entrants everywhere'.

The first three chapters give a clear and interesting account of the history, organisation and government of libraries in Great Britain and North America, and the chapters on the organisation of material and departments and methods cannot justify the criticism so often levelled at the careers books that 'it doesn't tell you what it is like to do the work'. The information is given although it is highly unlikely that either the school-leaver or the graduate will become enthusiastic for a career in librarianship because 'an electrically-operated, sensitised

paper record system (Brodac), in which the charging information is reproduced thermographically, has been introduced at Miami, Florida and elsewhere'. Indeed, for the school-leaver the continuous comparisons between libraries in Great Britain and North America may prove a little tedious and, although the Library Association's pamphlet reminds us that 'British Librarians are also sought after overseas' (both sexes?), it is rather unfortunate that even the Appendix on 'Financial Prospects' is more concerned with the dollar than the pound sterling.

The author 'could not contemplate an adult life in which books were not dominant' and so it is not surprising that the all-too-short chapter on library staff and the approach to professional status and a vocation is one of the best in the book. Mr. Currie is obviously an enthusiast about books and in his enthusiastic propaganda he omits references to any slight disadvantages that the less enthusiastic might wish to consider. If you are a keen hiker you do not have to become a junior postman when you leave school, and I am sure that if you did there would be someone who would try to dissuade you in the choice! And what if you are a book-lover? Is that sufficient reason for becoming a librarian? Most vocational advisers would probably wish for stronger emphasis on the qualities required, although it is more than likely that candidates will be told of these when seeking their first post.

Most of the photographs are concerned with the architect's conception of the library and do not illustrate the author's 'books and people' theme. (What happened to the 'Tea-time in a Library Staff Room' photograph from the first edition? N.A.L.G.O. to note?) The appendix on Qualifying in Librarianship is concise, factual and helpful and not just an account of the Library Association syllabuses.

This is not the book for the school-leaver who has given little consideration to the choice of a career and is seeking a 'careers guide', but it is one which those who finally decide upon librarianship may like to keep with them to refer to during the early years in the profession.

N. A. WILLIAMSON

NO FIRE: a review by Tony Shearman

WHITTAKER, K. Using Libraries. 2nd (revised) ed. *Deutsch*, 1963 (*Grafton books.*) 22s. 6d.

This book was reviewed by Marion Wilden-Hart in the *Assistant* for October 1961, page 203. The reviewer came to the conclusion that readers would not use their libraries to more purpose nor would their confidence in librarians as book practitioners be inspired through reading Mr. Whittaker's book. Now comes a chance to revise, if possible, this judgment.

Regretfully, it is not possible. The book is a worth-while attempt to achieve a desirable end. It is serious and sober and not cluttered overmuch with detail; but it has no fire or force. Librarianship may seem stodgy and pedestrian at times to the practising librarian, but it is not always so and certainly should not be seen to be so in a book for students and general users—this last phrase being from the dust jacket.

Kenneth Whittaker has given himself the difficulty of covering all types of library and aiming at too many kinds of reader. If he had confined himself to public libraries, in which his experience obviously lies, and if he had written either for adult or semi-adult members of the public rather than both, then the book might have had more direction and punch.

There are the same number of pages in this edition as in the first, though some extra material, notably on periodicals, has been included. Smaller margins have been employed to do this. The dust jacket has been restyled and is a distinct improvement, no doubt reflecting the change of imprint. Also the photographs appear to be sharper, though they are a dull selection on the whole. No doubt a list of omissions could be extended indefinitely and the author could claim with justification that his book is only an introduction; but I would have thought that mention of the *Bookseller* and *British Books*, Sinto, Cicris, Ladsirlac *et al.*, the terms verso and recto and the use of plastic jackets would have been essential in a book of this kind. Also it would seem bibliographical good manners to name the type face and paper used.

Finally it is worth noting that the price has gone up by 7s. 6d. in the two years and thus the book may well have been priced out of a market with wide popular appeal. All ways round, Mr. Whittaker appears to have used a cigarette lighter without a flint where a lighted match and paraffin are needed to rekindle the torch of librarianship.

THE RIGHT TO READ: CENSORSHIP CONSIDERED

Roy Oxley and Tom Featherstone hope to welcome all their old Conference friends, and also new ones, at Grey College, Durham, from 10th to 12th April. The reason: this year's Week-end School; the theme: 'Censorship'. Not only those four-letter words, but also more respectable, but equally nasty ones. You've not been to one of our Schools before? Then you'd better start with this one. U.S. travellers will also have a chance to discuss old times over a cup of coffee skimmed milk, or something.

(P.S.—Unfortunately Censorship struck its first blow at A.A.L. Council; the title *was* to have been 'Not All Sex'; but many members felt that this title might not go down well with local authorities asked to pay grants.)

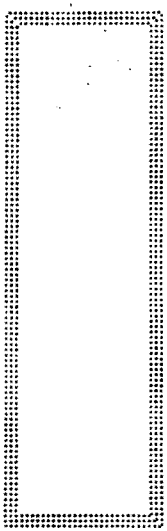
EXAMINATION SUPPLEMENT

As the function of this Supplement is to be considered at the January A.A.L. Council Meeting, the next Supplement will not appear until April.

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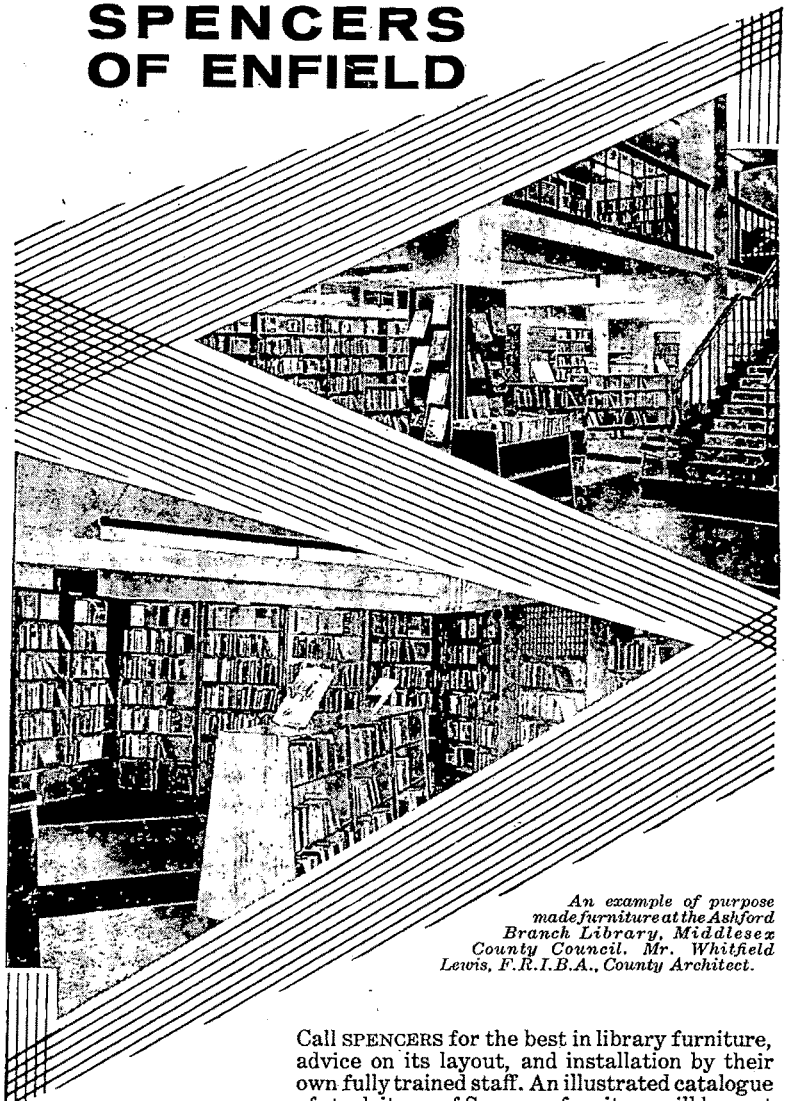
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The Assistant Librarian



Official Journal of the
Association of Assistant Librarians

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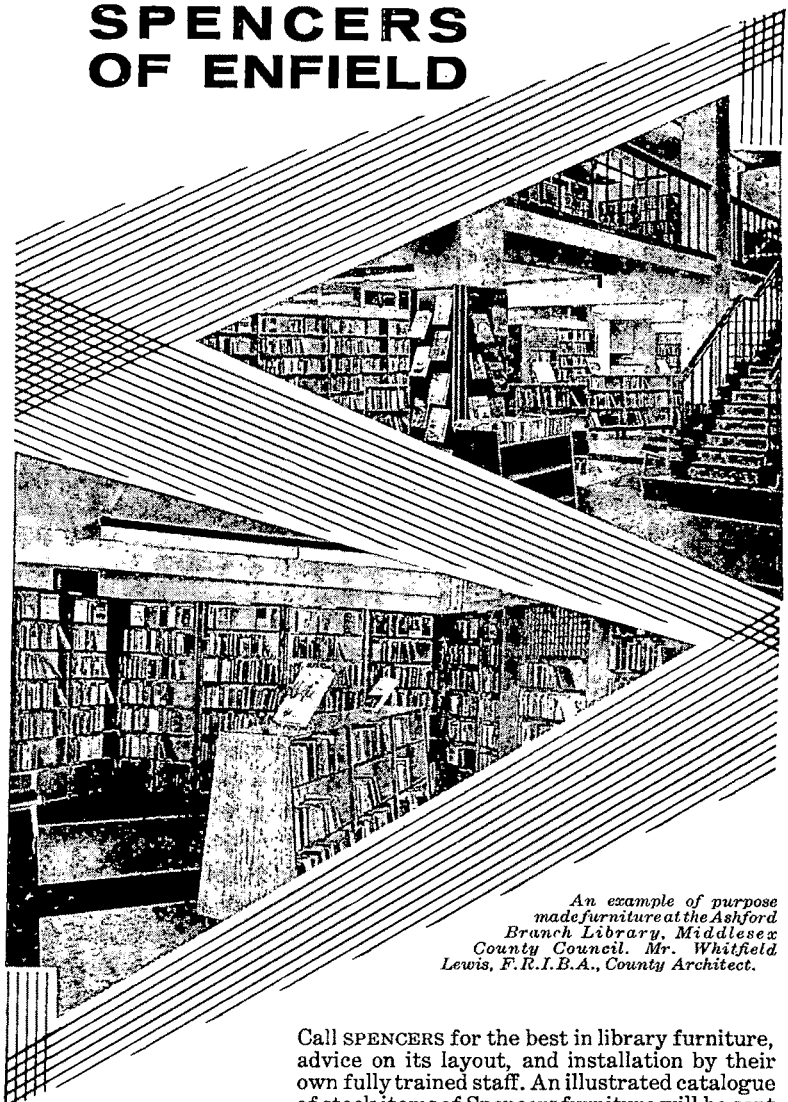
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THE ASSISTANT LIBRARIAN

Official Journal of the Association of Assistant Librarians
(*Group of the Library Association*)

Editor: Peter D. Gann. *Associate Editor:* Tom Wilson

Central Library, The Priory, Church Hill, Orpington, Kent

Vol. 57 No. 3 March 1964

NEVER THE SAME AGAIN

Although it seemed like a damp squib, even to its unexpected explosion on 24th January, the Public Libraries and Museums Bill has altered the library world so that it can never be the same again. True, there are no far-reaching proposals for an integrated national library service, and there is even the possibility that towns of 40,000 population may come out of some counties, but there is a definite change of attitude towards libraries.

No longer can public libraries be regarded as a permissive amenity service. Local authorities will be required by law to provide 'a comprehensive and efficient service' and, if they don't, the Minister of Education will be able to transfer the functions of each authority to himself, put in his own man—and send the authority the bill.

In the words of Mr. Sydney Irving, M.P. for Dartford: 'This Bill is the first to give anything like adequate recognition to the importance of the public library service.' The Ministry of Education have evidently been converted. Indeed, the speech by Mr. Christopher Chataway, Parliamentary Secretary to the Ministry of Education (*Hansard*, 5th February), is second only to the Presidential Address of Ron Surridge as a source of inspiration.

In this connection it is amusing to see our old light fiction problem discussed by the *Daily Telegraph* on 6th February, when Mr. Chataway was taken to task for making 'great play with the contribution which local library services can render to the educational life of the country, in culture, industry, commerce, science and technology' so that 'the picture should be wholly one of citizens seeking virtuous betterment' and ignoring 'the old, the poor and the lonely who are fully entitled to look for "something nice to read"'.

Nottingham's banning of Enid Blyton was seized on by the *Daily Mail* at the same time, for a front page condemnation (and a gift to a political cartoonist). Truly 'libraries compare favourably with most other professions in the publicity they receive' as we were told last month.

Proud Penge

Reporting on the Parliamentary Debate, *The Guardian* of 6th February quoted from the speech of Mrs. Eirene White, M.P. for Flint, East, that expenditure on books varied enormously, one of the highest spending authorities being 'Penge, of all places', with 4s. 6d. per head. This somewhat back-handed compliment

was made up for next day when the heading 'Proud Penge' appeared in *The Guardian's* 'London Letter'. Mr. H. G. T. Christopher must be a very proud Chief Librarian.

(Quite by chance the Editor has in his possession a copy of the *Library Assistant*—as it was then—for May 1929, which records among the new members of the Association of Assistant Librarians one Henry G. T. Christopher. The A.A.L. was a separate body in those days. Mr. Christopher joined the Library Association two years later. There's a moral there somewhere!)

'THE ASSISTANT LIBRARIAN'

In the Red.

Last year, in the May issue, Peter Labdon warned that the proportion of the A.A.L.'s budget committed to the production of our journal had reached its upper limit and that extra cost would have to be met by increased revenue from the journal itself. This year the *Assistant* finds itself in something of a financial crisis.

To all who are concerned with the continued activity of the *Assistant*, I make two requests: (1) suggest to your chief librarian that he allows 25s. a year to be spent on a subscription to the *Assistant* instead of pinching the staff's private copies for binding purposes; and (2) suggest that if you have difficulty in recruiting qualified or partly qualified staff for junior professional posts that advertisements in the *Assistant* be considered. The *Assistant's* advertisement rates are comparatively low; it is read by just the people you want to reach. Where there is a vacancy which is hard to fill, or the time factor for some reason is of less importance, the advertisement pages of the *Assistant* could have much to offer. Think it over!

(Enquiries should be made to P. C. Bartlett's Publicity Service, 31 Museum Street, London, W.C.1. MUSeum 8529.)

Index 1963

The Index for 1963 is now ready. Subscribers should receive it with this issue. Anyone else who requires an index is asked to send a stamped addressed envelope to J. S. Davey, Esq., F.L.A., Honorary Education and Sales Officer, 49 Halstead Gardens, Winchmore Hill, London, N.21, and, please, not to the Editor.

South Wales and Monmouthshire Division

Weekend School at Glan-y-Môr, The Knap, Barry, Glam., from 17th to 19th April. Theme of the school is 'Service' and included among the lecturers are Mr. Best Harris, F.L.A., Plymouth ('Public relations in action'), Mr. R. L. Collison, F.L.A., B.B.C. Library ('Communications: reference and information services') and Miss Joan Butler, A.L.A., Herts. County Library ('Work with young people').

Cost is £2 7s. 6d. plus registration fee of 5s. to members and 7s. 6d. to non-members. Further details from D. J. Thomas, County Library Headquarters, Wyndham Street, Bridgend, Glam.

TRANSMOGRIFICATION IN THE LIBRARY

'Stock and staff will be readily interchangeable'—McColvin Report, p. 119

Joseph Pale was like most library assistants: he was extraordinary; and he belonged to a generation which was honest enough to try to hide this quality behind a façade of humility. He hated the 'new' description assistant librarian, considering it lacking in the natural modesty necessary for the practice of his profession. His appearance, however, did not help him in this. He had large dark coloured eyes whose strangeness was accentuated by thick, black-rimmed glasses; also he had bushy eyebrows which stuck out at either side like a colonel's moustache ends. This effect was increased by an odd-shaped nose which incorporated both snub and Roman, as well as by an unexpectedly sensitive mouth.

For the last two days he had not been feeling well and he found this showing in his work. He had handed a woman a book called *Red-hot Spurs* after she had plainly asked for something 'nice'; and yesterday afternoon he had given wrong tickets to fifteen people. After tea he had stamped 'withdrawn' a large batch of books set aside to be sent for rebinding. There was no doubt at all that he was unwell. At first he had credited it to overworking. In his spare time he was studying on his own for the examinations, and he knew that to ensure success even at pass level meant necessary and deliberate overwork. For this reason, although he had realised he was not well, he had decided not to relax his five-hour stint although at the risk of aggravating the mysterious illness. A stubborn force advised complete disregard of whatever was wrong inside his body.

This evening he felt more peculiar still and had considerable difficulty in holding on to the reality of objects around him. He puzzled about his condition as he sat in his armchair studying. It was not like any other illness he had ever had: there were no spots, or a rash, no cough or congestion, above all nothing that the doctor could diagnose, requiring this or that medicine. Perhaps it was a mental disease. Somewhere Joseph had read that 7 per cent of the library profession ended in the loony bin. Certainly this was not overwork as he had experienced it before. Then there had been headaches, eyeache and a complete disinclination towards anything that required thought. It really had been a miracle he had passed the other three parts of the examinations. This time he had a lightheadedness accompanied by clear-sightedness and as well an overwhelming sense of not being himself. The question came to him—who was he if he was not himself?

The words on the page he was reading blurred and went away from him to a great distance. It was as if his mind were being detached from his body. He could feel that he was still sitting in a chair but also that he had no control over it. Now his body too was changing. His legs were contracting . . . stiffening; his clothes felt as if they had been starched in a most extravagant way. There was a tightness along his backbone—it was stitched and glued in a manner that made him urgently want to scratch himself. But he had no hands—they were bound to his sides and covered over so that he could not move them. There followed a flattening out, a conforming to pattern, and more tightening up. His whole person was completely rigid. What seemed odd was that whereas his mind had been confined to his head before, now it seemed free to move where it liked. It was, as it were, his inmost essence.

The chair was gone. He stood, wedged tightly, shoulder to shoulder, with many other objects like him, on a wooden ledge. In front was darkness; behind, a reassuring wooden wall against which he could lean if he wanted. His left-hand neighbour was solid and dependable, whilst the one on his right was flimsy

and unquestionably feminine. She was well worn and seemed tired. She sighed involuntarily and Joseph wanted to jump out of his skin but realised he was bound hand and foot to his place on the ledge. The sigh was the first sound he had heard since his translation to this place. He longed to ask his unfortunate companion about her troubles.

'Being of a resourceful nature,' he said, considerably surprised at himself, 'it is possible that I can be of assistance to you, madam.' There was no answer and no movement. He must have imagined the sigh. He sighed himself. When would this unreality end? His mind cavorted around inside him, convoluting and spiralling most alarmingly as it sought an answer. Suddenly he sniffed suspiciously and at the same moment realised two things: that he was in the library and that he was a book. Admittedly he was not quite like other books—they could not talk for instance—but as near as it was possible for human beings to approach book form. In the distance he thought he heard hearty laughter. He remembered the sigh. So! books had emotions. They could not talk, but according to their nature they could express their feelings. The love story next door sighed again.

The following morning at the library where Joseph worked the rest of the staff were arriving at the back entrance. The first to go through to the lending library was Lawrence Stumble. He was not a coward or easily intimidated, but when he found Robinson Crusoe waiting for him at the counter he gave a great shout of fear and turned back and ran towards the staffroom.

Miss Mumble was just coming down the stairs when Lawrence appeared wild-eyed and distraught.

'T—There's a man in the lending,' he stammered.

'So what,' said Miss Mumble. 'Come to repair the telephone I expect.'

'N—No. He has a huge beard and strange clothes and . . . you have a look.'

Miss Mumble marched into the lending with Lawrence treading almost on her heels. She turned white on seeing Robinson, muttered 'Art thou from Heaven or from Hell' and walked rapidly back, treading fearfully on Lawrence's heels.

'Who is he?' she asked as soon as they were at a safe distance.

'I haven't the faintest,' Lawrence answered.

Mr. Rumble, the chief assistant, had arrived by now and he was breathlessly informed of the being in the lending.

'What being are you talking about? Tumble the caretaker?'

'No! No! He has an enormous beard and the most peculiar clothes . . .'

Mr. Rumble strode through to the lending. The other two waited to tell their colleagues as they arrived. After five minutes Mr. Crumble came in and walked straight past the assembled staff without waiting to hear why they were all gathered outside the entrance to the lending.

They heard Mr. Rumble say: 'Ah, here is the deputy librarian, Mr. Crumble. This gentleman is—er—Robinson Crusoe. I've just had the situation explained to me, Mr. Crumble. Apparently Mr. Crusoe is a temporary substitute for Mr. Pale I understand it is a case of transmogrification' ('What the devil does that mean?') 'and will last for several days. I suggest Mr. Crusoe is given a change of clothes and a haircut and is shown the routines of library work.'

The rest of the staff had come out and were gathered round listening attentively.

'This is a case for the Chief Librarian,' Mr. Crumble pronounced solemnly, 'when he arrives.' Meanwhile, I think your suggestion is a sound one. May I leave Mr. Crusoe in your hands Mr. Rumble? I think he had better appear in more civilised garb before he sees the Chief Librarian. And the committee do not approve of beards.'

Mr. Humble, the chief librarian, arrived punctually at half past nine and was made aware of the situation as soon as he had taken off his hat and coat.

'Transmogrification eh? Poor old Pale. What does it mean?'

'As a matter of fact I'm not too sure. However, the reference librarian should be able to find out. I'll get her on it right away.'

There was a knock at the door.

'Mr. Crusoe to see you Mr. Humble'.

'Thank you, Rumble. Now what is all this about, Mr. Crusoe?' the chief librarian asked in his kindest tones.

'Transmogrification,' replied Crusoe, firmly and to the point.

'Ah yes, to be sure, transmogrification. Well, let me see. Your predecessor, Mr. Pale, is down on the time-table this morning to work on the counter. I'm afraid you will have to take your turn at this work, just as the others do.'

'I understand you perfectly, sir,' said Robinson, gallantly submitting to this ruling.

'Miss Mumble will help you out should you encounter any difficulties. I am sure she will be only too pleased to show you the ropes.'

Robinson executed an exquisite eighteenth-century bow despite his twentieth-century pinstripe suit, and left his new superiors shaking their heads at each other. 'Did he expect me to get up to reply?' Mr. Humble asked, 'Me with my middle-aged spread.'

The eighteenth-century manners which Robinson exhibited to the astounded readers began to attract attention and Miss Mumble decided, charming as they were, they must be stopped. As one of the middle-aged housewives was about to leave, having had her book date-marked, Robinson kissed her hand with an extravagant flourish of the left hand, declaiming: 'Good morrow, mistress.'

'Come on, 'urry up, or I shall miss my 'bus,' said the next woman in the queue.

'Certainly, good mistress. I hope you do not miss your—what was it you said?'

'Bus. B.U.S. Ooh, you mustn't kiss my hand like that.'

'Robinson,' said Miss Mumble distantly, 'this is the way to stamp the ladies' books.'

She stared stonily ahead and energetically stamped the datestamp on the book labels then back on to the inking pad. As each reader went out, she casually remarked 'Thank you' in case anyone was interested.

'That is *all* that is required,' she said pointedly, looking at Robinson and thinking of the wife and children Defoe had given him at the end of the famous book.

'Thank you, Mistress Mumble, for your advice.' He bent to kiss her hand, but she withdrew it and stalked to the 'in' counter where a queue had formed. The readers in it were gazing interestedly at the scene before them.

Shortly after this, an effusive woman asked Robinson if he would recommend a novel to her. 'I have such difficulty in getting to sleep at night and find that if I read the right sort of book it will work wonders. The doctors give me drugs but they have absolutely *no* effect at all, you know.'

'Indeed, mistress,' Robinson murmured, wandering along in front of the shelves and wondering which book to give her. Suddenly he noticed his own name on one of the books.

'I don't mind what it is as long as it doesn't keep me awake half the night. I had one called *War and Peace*—that was a good one. *Forever Amber*—that was no good at all . . . what is this? *Robinson Crusoe* by Defoe. I have never heard of the author. Is he good?'

'Oh yes. Pray mistress, do take this book. The author writes with a distinction I would not accord any other. You might almost believe the hero a real person

as you read about him. And after you read of the heroic deeds I—he carried out, and then think of the comfort of your bed, I am sure you will sleep more soundly than you thought possible.'

'You are very persuasive, young man, for a library assistant. Still, I think I will try your recommendation.' Robinson was delighted and thumped the book several times to make sure the date could be read.

'I shall bring it back if it is not good,' the woman warned him.

* * * * *

Joseph found himself packed in a shopping bag between potatoes and a cabbage. The bag was being swung about in a most alarming manner and the dust from the potatoes was making his back itch incorrigibly. Eventually he was brought to rest, taken out and thrown on the table. There on his side he remained until lunchtime feeling giddy and sick. At the meal-table his first page was read—without much interest—the reader's concentration being mainly on the beef and two vegetables, but half-way through the second page she became interested and when she picked up her knife and fork again she sent a shower of gravy over the paper.

'Tut tut,' she reprimanded herself, and smeared the gravy in trying to wipe it off with her table napkin.

Joseph was left again until late evening, when he was taken upstairs to bed. By now he was tired of being an inanimate object and wondered how he could escape. He tried violent wriggling and so surprised the woman who was reading him that she tore out part of page ten in her fright. The woman's husband on the other side of the bed asked what she thought she was doing.

'It moved, I tell you, it moved.'

'Don't be daft, books can't move by themselves.'

'This one did. I felt it.'

Joseph kept still, though his mind whirled around inside him searching feverishly for a way out. There was a dull pain on his chest where the datemarker had been thumped and now he could feel a line of pain where page ten had been torn. Involuntarily he moved again to relieve the pain. The woman screamed and threw him across the room, where he hit the wall with a thud. To his astonishment he went through the wall and fell an immeasurable distance, down, down . . . into his own chair where he studied every evening.

It was an ordinary dream made very real because his mind was tired through overworking. He had picked up a copy of *Robinson Crusoe* to see how much of it he remembered from the time when he had read it as a child. What was odd though was that the dull pain on his chest still lingered and also there was a sharp pain in his side. When he undressed to go to bed he found a long and quite deep scratch mark and also he noticed gravy marks on his suit. The following morning he checked the library copy of *Robinson Crusoe* and was not surprised to find that page ten was torn. It was difficult to account, however, for the faded marks of blood left on the part that remained. Joseph quickly took the book and stamped it clearly in several places WITHDRAWN.

TONY SHEARMAN, *Sutton and Cheam Public Libraries.*

(This story is offered to mark the passing of the Registration examination and in particular to serve as an awful warning for those who mourn this fact.)

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THE NEW TERM

Council Notes, 15th and 16th January, 1964

January starts a new term; the retiring President, Ron Surridge, handed over to his successor, John Hoyle, and there were introductions all round. But *plus ça change, plus c'est la même chose* and the officers of Council were re-elected *en bloc* for 1964—J. S. Davey as Education and Sales Officer; D. R. Bartlett, Membership; Roy Oxley, Conference; Geoffrey Langley, Publications; W. F. Broome, Films; and V. F. Cowmeadow, Assistant Sales.

Council members regretfully accepted that Geoffrey Langley is unable to accept the office of Vice-President, and elected Tom Featherstone to this office.

A hearty welcome was given to the A.A.L. Division in Scotland inaugurated on 10th November. 'Scotland is behind in library matters, as in others' said their representative, Mr. F. J. Guthrie. It now appears that the North and East of Scotland have seen some light and joined their colleagues in the West to form a Scottish Division. May the A.A.L. prove its worth in serving the younger librarians in Scotland.

This being the first meeting of Council since the A.A.L. Study Tour to the U.S.A., a report on this highly successful venture was given by the Tour Organiser, Mr. D. J. Bryant. In recognition of its success, suggestions are being received for further tours and exchanges and Council set up an International Relations Committee to consider these, and the reciprocal visit of American librarians to this country in 1965.

The report of the Education Committee was received by Council with comparatively little comment. The Honorary Education and Sales Officer is to prepare a further memorandum on the future education policy of the Association, and negotiations have commenced for an L.A./A.A.L. publishing programme for Part II of the new syllabus. Are we at last to have a period of educational peace or is it just a lull in the storm? The winner of the Martin Award for the highest marks gained by a correspondence course student in the First Professional Examination, November, 1963, was announced, and is Miss S. K. Lancaster (Wakefield). Her tutor was Mr. C. W. Franklin (Wilts. County).

The suggestion from the Conference Committee to entitle the A.A.L. Conference at Durham in April 'Not all sex: censorship considered' was greeted with some consternation. One member summed up the feeling when he said: 'How can I go to the Library Committee and ask for a grant for an educational weekend school with the title "Not all sex"!' Caution won the day and the Conference is to be called 'The right to read'. The subject of censorship and the library in society will be of interest to those studying for Part I of the New Syllabus, and Messrs Callendar, Smith and Broadhurst will no doubt provide stimulating material for discussion.

In 1965 the A.A.L. Conference is to be in Northern Ireland from 23rd to 25th April. This keen and active Division has many times invited the A.A.L. to hold the conference in its area. Now the plunge has been taken and for the first time the A.A.L. Conference will be held outside England.

A memorandum by the President concerning the Local Government Examinations Board and the grading of librarians under the new syllabus was examined, and a majority of those present felt that the Library Association should be asked to give the matter further consideration.

The Library Association is also to be asked to publish in the *Library Association Record* a résumé of the steps being taken to make the public aware of the value of libraries and library services.

Council had before it a revised document on the re-organisation of the A.A.L.

After heated discussion it was decided to publish the document without alteration in the February issue of the *Assistant Librarian*, and to consider it again at the March meeting of Council, when members and Divisional Committees have had time to digest it.

The draft Annual Report was considered and with a few amendments agreed. The paragraph on the future, traditionally written by the retiring President, was 'to follow'. Roy Oxley suggested this was probably the most accurate part of the report, but members will be able to decide this for themselves when it appears in the *Assistant Librarian*.

JEAN PLAISTER, *Honorary Secretary*.

(Ron Surridge, President in 1963, wants to thank the whole of the A.A.L. membership for their support during his year of office.)

ANNUAL GENERAL MEETING

The Annual General Meeting of the A.A.L. will be held in the Lecture Hall, Central Library (Southgate Street Entrance), Oldham, on Tuesday, 2nd June, 1964, at 7 p.m.

Notices of motion for the meeting must be submitted in writing and signed by two members of the Association, to reach me within fourteen days of the publication of this notice.

Any amendment to the General Rules of the Association proposed by members must be signed by at least TEN members of the Association.

JEAN M. PLAISTER,
Hon. Secretary.

South Eastern Regional Library System,
c/o National Central Library,
Malet Place,
London, W.C.1.

REPORT OF PAPERBACKS COMMITTEE

Introduction

In June, 1962, A.A.L. Council considered two motions from the Weekend School held earlier in the year:

1. 'That, in view of the Publishers' Association's attempts to restrict the use of paperbacks in libraries, an investigation be made into the effects of paperbacks on readership in general and on libraries in particular, as follows:

A. A survey by means of a questionnaire and personal interview to discover British library practices with regard to paperbacks.

B. A survey to discover whether in fact the presence of paperbacks in libraries is having an effect on sales to the public.

2. That a memorandum be drawn up and an approach made to the Publishers' Association in order to establish a satisfactory *modus operandi.*' After discussing the motions, Council decided to set up a small Committee consisting of Messrs. W. S. H. Ashmore, C. K. Balmforth, A. Bill, W. H. Phillips, R. G. Surridge and A. P. Shearman, to 'explore the feasibility and to recommend the means of carrying out the purpose expressed in the motion'. At its first meeting in the Autumn of 1962, the Committee decided to co-opt Mr. Michael A. Moore, who was the author of an article, 'Paperbacks and Librarians', (*Library Association Record,* April 1962), based on a survey of paperbacks in Yorkshire libraries in 1961.

The second motion from Conference was discussed by the Committee at its early meetings and resulted in a motion approved by Council and forwarded to the Library Association suggesting a Standing Joint Committee to deal with developments in the book trade.

The Survey

The Committee's first decisions were:

(1) all information obtained must be up-to-date and should cover the country as a whole;
(2) a questionnaire mainly referring to purchases made during the financial year 1962–63 should be sent to all libraries in the U.K.

This questionnaire was sent out in February, 1963, and contained nine questions, each designed to be answered easily (a copy Questionnaire is appended).

Of the 671 Questionnaires sent out to public libraries and the libraries of educational institutions in the United Kingdom, 516 were returned—a very high percentage of 77 per cent. Thanks are due to all those librarians who ensured such a high return. When the completed questionnaires were received, they were divided into the following five groups to be dealt with by various Committee members:

(1) Educational libraries.
(2) County libraries.
(3) Libraries in the Greater London area.
(4) Municipal libraries serving large towns.
(5) Municipal libraries serving small towns (divided into three groups alphabetically).

Comments on questionnaire

Despite some wide divergency of policy between individual libraries within each group, a remarkably similar pattern emerged for all groups. (A statistical summary of all the returns has been entered on the appended copy questionnaire.)

Question 1 revealed that 283 libraries purchase paperbacks (55 per cent); 231 submitted Nil returns (45 per cent). The high percentage of Nil returns is a matter for surprise, particularly the inclusion of such libraries as Birmingham, Bristol and Glasgow; Luton did not acknowledge the questionnaire.

Question 2, which provided the main statistical information, recorded a paperback intake of 3·3 per cent (a total of 147,494 books only throughout the country); the average expenditure of only 1·4 per cent of the Book Funds proved even more surprising. These figures were carefully checked and verified (this appeared in

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The Federation was formed only six months ago (see *KEESING'S Pages 19715/20*), but a year previously the Penang Library ordered all Back Volumes of KEESING'S—covering the 'live' History of our Time for the past 30 years—at the recommendation of the Library Committee's Chairman, a former Mayor of George Town, capital of Penang.

(. . . *Export or die!*)

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some cases to be a half or even a third of that recorded in earlier surveys). It is suggested that the doubtful legal position concerning the binding of paperbacks during the financial year under review, and the attempt by publishers to increase restrictions, may have been the main cause of the low intake.

Question 2—here the word 'estimated' in the request for figures appears to have been taken very literally by many librarians. Among the different groups, educational libraries and small municipal libraries bought very small numbers indeed, but the London libraries bought a relatively higher number than the average, possibly because of a wider range of publications being displayed in the area.

Question 3 returns lent support to a fact (evident elsewhere in the Survey) that paperbacks were not generally being used for the supply of trivial material: the highest figures were for serious non-fiction, followed by serious fiction.

Question 3*b* brought out the crux of the position and many librarians were most emphatic on this point. Furthermore, the low purchases in many libraries were obviously a result of this one policy decision. One librarian, however, commented: 'The policy is to purchase paperbacks when provision of the title would not be justified on grounds of price in relation to demand—example: ELTON. *Tudor Revolution in Government.* Hard cover, 50s.; Paperback, 25s.'

Question 3*c*—69 librarians only stated that as a policy they bought paperbacks because they were cheaper, a low total of 1 in 8.

Question 4 produced the expected answers that a very high proportion of libraries buy most of their paperbacks in reinforced editions. Now that legality of binding is largely settled (by the legal opinion given to the Association of Municipal Corporations) a considerable number of librarians indicated that an increasing number of paperbacks would be bought in the future. As a broad generalisation it can be stated the problems of physical treatment are now largely solved.

Question 5 similarly indicated that paperbacks are treated in the same way as hardbacks.

Question 6 conformed to this general picture, with few attempts made to 'push' paperbacks.

Question 7 showed a slightly larger number of libraries encouraging the public to buy paperbacks—some in an attempt to avoid the library buying.

Summary

A number of reasons were advanced in favour of the purchase of paperbacks. They are used for 'spreading' the bookfund and widening the range of the stock; for better coverage within a subject; for special purposes and readers, e.g. commuters, students, and special 'crash' programmes to fill a particular, but transient demand; and for science fiction, which goes out of print quickly. Paperbacks undoubtedly save space and in some cases it was claimed that they encourage wider non-fiction reading and that the handy format was liked by readers.

On the other hand, many points were advanced against them. Some librarians regarded paperbacks as being produced primarily for people to buy; their format was disliked by many, who showed a strong antipathy to paperbacks as such and instanced production factors such as poor paper and print, lurid covers and narrow margins. Some librarians seemed to have overlooked altogether the very wide range of non-fiction series now available; others claimed that the format was disliked by readers.

After careful examination and analysis, it became obvious that some returns and comments were misleading. Occasionally answers were vague or equivocal

or certain questions had been misunderstood. Again, despite the carefully worded definition of 'paperbacks', this seems sometimes to have been misinterpreted, producing low returns. Nevertheless, the extent of paperback purchase was still exceedingly small, even allowing for the accident of the timing of the questionnaire already mentioned. On the whole, the evidence seems to support Mr. Moore's original conclusions which can thus be said to be still valid: 'In spite of the fact that a very high proportion of those replying to the questionnaire claim to use paperbacks, few can really be said to have come to terms with them. They afford possibilities for new techniques in libraries, but hardly any seem to be applying them .... Few seem to realise the full potential of the paperback or, more important, the problems it may yet create.' On the results of this latest survey, the book trade can hardly state that library book buying has any real influence on sales—the numbers purchased by public libraries in relation to total publications are so minute. Few librarians are using paperbacks specifically as cheap material or in order to buy the largest number of volumes at the smallest possible cost, nor can it be claimed that libraries are buying paperbacks at the expense of hardback editions. One librarian commented: 'A very good proportion of paperbacks added are "quality" paperbacks. These have helped to improve the quality of issues, and their relative cheapness has enabled us to give much wider coverage than we could have achieved at hard-cover prices.' It must be emphasised, however, that most librarians buy paperbacks only if other editions are not available, although in some cases this rule was broken to meet reader's reserves.

From the book selection point of view, paperbacks were obviously treated exactly the same as hardbacks—i.e. each volume was treated on its merits. Surprisingly few librarians, however, mention systematic acquisitions of the best paperback material—non-fiction or 'egghead' publications for example—nor indeed were there any signs of systematic selection in the whole paperback field. This links, no doubt, with the problems of distribution and the relatively meagre information available from publisher and bookseller.

Recommendations

At one of its later meetings the Committee had a most worth-while and informative discussion with Mr. Charles Clark of Penguin Books, the principal speaker at the Grantham Conference, which instituted the survey. Mr. Clark described many recent developments in both paperback and hardback publishing and wondered why librarians do not buy original Pelicans and books written specially for paperback series, rather than reprints of such writers as D. H. Lawrence and Graham Green. The Committee decided to make three suggestions, all prompted by Mr. Clark's comments:

1. A Consumers' Council for Books or a Readers' Research Council could be set up with representatives of publishers, booksellers and librarians, arranging, among other things, displays and exhibitions in libraries.

2. One way to improve the relationship between publishers and libraries would be to approach the Young Publishers in a quite informal way.

3. In towns with new universities, there could be combined displays and work on background textbooks, with contributions from the paperback field and from the University Library and the local Public Library.

The last meeting of the Committee has now been held and with this report to Council the Committee considers its work completed.

A.A.L. QUESTIONNAIRE ON PAPERBACKS (combined with statistical summary of returns)

1. Does your library provide paperbacks? Yes: 285. No: 231.% YES: 55·4.
2. (a) Approximately how many copies (estimated) will you add during 1962–63? 147,494.
   (For the purpose of comparison, how many bound volumes will you buy in the same year) % Paperbacks: 3·3% (4,485,424).
   (b) Approximately how much will you spend (estimated) on paperbacks in 1962–63? £48,668.
   (Again for comparison, what is your bookfund for the same period?) % Paperbacks: 1·4% (£3,460,725).
3. (a) What kind of paperbacks does your library stock?

Light fiction:	132	Popular non-fiction:	165
Serious fiction:	197	Serious non-fiction:	251
		Students' textbooks:	183
		Reference books:	163

   (b) Do you endeavour to limit yourself to paperback titles which are not available in hardback editions? YES: 165. NO: 79.
   (c) If not, i.e. if you buy paperbacks that are otherwise available, do you do it because they are cheaper? YES: 69. NO: 47.
4. (a) What proportion of the paperbacks which you purchase are in reinforced editions?

0– 25%: 45	51– 75%: 28
26– 50%: 24	76–100%: 156

   (b) What form of physical treatment, if any, do other paperbacks receive, and at what stage?
5. Do you distinguish in any way between paperbacks and hardbacks; e.g. do not accession or catalogue them; shelve them separately; do not maintain issue records for paperbacks? If so, please give details. YES: 21. NO: 254.
6. Do you make any special effort to promote the borrowing or general use made of paperbacks? YES: 15. NO: 257.
7. Do you encourage the public to buy rather than borrow paperbacks:
   (a) all types (a) YES: 74. NO: 138.
   (b) the cheaper ones? (b) YES: 72.
8. Would you please comment on any noticeable effect resulting from the provision of paperbacks in your library:
   (a) on book borrowing or reading;
   (b) on library policy.
9. Any other comments.

ASSISTANCE TO STAFF: Short Notices

ASSOCIATION OF METROPOLITAN CHIEF LIBRARIANS. Directory of London Public Libraries; edited by Borough Librarian, St. Pancras. 2nd ed., 1963.

This is a very useful compilation which not only supplies in a handy form useful information which one is always wanting in a hurry—addresses and 'phone

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numbers of the 28 Metropolitan borough libraries and their branches, and the Guildhall; there is a wealth of further information on hours of opening, loan periods and fine rates, reservation charges, reference library seating, photo-copying facilities, special collections (including fiction and plays), record libraries, extension activities, library publications and so on.

Although its cost is high for a directory which must soon get out of date, the production is of an agreeably high standard. Copies may be obtained from the Hon. Treasurer of the A.M.C.L. C. H. Turner, Esq., A.L.A., F.R.S.A., Borough Librarian, Central Library, Calderwood Street, Woolwich, London, S.E.18, price 20s.

SMYTH, A. L. Commercial information: a guide to the Commercial Library. 2nd ed. Manchester Public Libraries, 1964.

Since the Manchester Commercial Library opened in 1919, its stock has been continuously selected to meet the day-to-day requests for information from commercial and industrial firms in the area of Greater Manchester. As a result, it represents a comprehensive collection of the working tools of business.

The purpose of this twenty-page pamphlet is to provide the businessman with a summary of the principal categories of published material of value to him and to indicate the vast amount of commercial information which is freely available. Topics dealt with include periodicals, indexing and abstracting services, newspapers, directories, statistics, export services, company information, trade marks, maps, government publications, telegraphic codes and time-tables.

This second edition has been thoroughly revised and extended to include much new material. It is available from the Commercial Library, Central Library, Manchester, 2, price 2s. 6d. (post free).

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SPECIAL MIXTURE: a review

LEWIS, Chester M. *editor.* Special libraries: how to plan and equip them. Special Libraries Association, 1963, $5.55. (*S.L.A. Monograph no.* 2.)

This work is rather a mixture: it consists partly of papers delivered at a symposium, partly of reprints from *Special Libraries* and other S.L.A. publications, and partly of original contributions. Its purpose is said to be 'a selective guide containing basic information on major considerations involved in structural and space requirements as well as equipment', and it is true that periodicals often contain the basic information and reprints are therefore justified.

The book is divided into two main sections: a group of articles on various aspects of library planning and equipment, followed by a number of 'case histories', most of which are reprints of articles which appeared originally in the 'Planning the new library' series in *Special Libraries*, which, as librarians will know, is a most useful source of new ideas.

Some of the articles are very brief. 'The role of the library equipment specialist', for example, takes up only about two-thirds of a page, and even this seems padded. Similarly, 'The flow process chart in planning space for special libraries' is very disappointing; Dr. Shaw leaves description of the flow process chart to one of his references and simply gives three or four case studies of its use—in view of the book's expressed purpose one would expect better treatment than this. The fault probably lies in the fact that these articles were prepared for a symposium and may have been little more than authors' notes around which to discuss comments from the floor.

On the credit side there are a number of useful articles: on planning procedure, structural requirements, space requirements, library space and steel shelving and expansion within confined areas. There is an annotated bibliography for further reading, which is right up to date, and a list of library suppliers, though this will be of little use to British librarians.

Production is generally good, with well-chosen illustrations which will turn many British special librarians green with envy, but the large size ($8\frac{1}{2} \times 11$ in.) and paper back make it rather 'floppy'. It is good to find an excellent index in a composite work of this kind, and the misprints are few and far between.

At a price of $5.55 this is not a book for the student to buy, but it will be a useful reference book for those taking paper A2 of the Part II examination, and will be useful to practising librarians looking for new ideas.

TOM WILSON, *Assistant lecturer, Newcastle School of Librarianship.*

To keep you free from frenzy: a review

THWAITE, M. F. From primer to pleasure: an introduction to the history of children's books in England from the invention of printing to 1900, with a chapter on some developments abroad. Library Association, 68s. (51s. to members), 1963.

Avoiding a purely chronological treatment, Mrs. Thwaite deals with the subject under five main headings—Sources, Foundations, the Dawn of the Imagination, Flood Tide (the Victorian age) and Children's Books Abroad. While the first three chapters cover ably and enjoyably the field of children's literature from the invention of printing to 1900, the plan of the fourth chapter will appeal to many readers. This chapter has ten subdivisions including Fairy Lore and Fantasy, Nonsense Verse and Drama, The Tale of Adventure, The Animal Story

and Books of Knowledge. The advantages of this arrangement will, for many, outweigh any disadvantage arising from the separation of complete works of authors. The fifth chapter is an inadequate treatment of children's books abroad, falling short of the quality of the preceding chapters.

There follow three appendices: (a) a list of books advertised by John Newberry in the third edition of the History of Little Goody Two-Shoes, 1766; (b) a chronological table of the more important works published between 1479 and 1800 and mentioned in the text; and (c) a bibliography with additional guidance from the author regarding the most useful articles and books for use in conjunction with particular chapters. The book ends with a comprehensive index.

For thirty years we have leaned on F. J. Harvey Darton's *Children's Books in England*, supplementing this in recent years with Percy Muir's *English Children's Books*. The former was written by a publisher as 'a minor chapter in the history of English social life' and the latter was written by a book collector and bibliographer and described by him (comparing it with the former) as 'a broader sweep with a smaller compass'. Before these, Mrs. Field's *The Child and his Book* was, at the end of last century, the first comprehensive history of children's books.

Pleased as we may be with the improved quality of children's books published in the last decade, few of those closely concerned with children's reading are free from the frenzy of trying to keep pace with the quantity. For the young librarian beginning to specialise in library work with children the need for knowledge and a background of children's literature of the past only increases the problem.

Mrs. Thwaite is a well-known librarian. Those who know her, those who have heard her lecture and those who for a number of years have appreciated her devotion to the furtherance of an understanding of the value of this specialised field of literature must have wished that her experience and enthusiasm could be more widely shared.

In the introduction to her book, Mrs. Thwaite states that she intends it to be an introduction to more scholarly and detailed histories, paying a natural tribute to her predecessors: she is unnecessarily modest. While reading this book the feeling clearly emerges that it has been written for librarians by a librarian whose experience and understanding of our needs have led her to approach her subject in a particular way. One hopes that she will find time to pursue her researches and to give us an extension of her coverage of children's books abroad.

This is a scholarly work and for all concerned with children's reading in libraries, schools and training colleges it will be invaluable.

MARGT. A. W. ALLAN, *Tutor-Librarian, Stockwell College, Bromley, Kent.*

YOUR LETTERS

The Old Registration and the L.G.E.B.

At the Annual General Meeting of the Library Association it was stated from the platform that there would be no differentiation between those who had qualified as A.L.A.s under the Old Syllabus and those who had qualified under the New. However, in *Liaison* (September, October and November, 1963) there appeared three obscure notes saying that the Local Government Examinations Board would only accept the Old Syllabus A.L.A.s for posts above A.P.T. II if they took a paper from List C of Part II of the New Syllabus.

It is possible that the Council were taken by surprise on receiving this announcement, but unlikely. However, one would assume it to be the duty of the

A.A.L. to protest on behalf of its members, who are the main sufferers under this edict, and to take up cudgels in their defence.

It will be the public libraries which are hit by this ruling and they are the worst sufferers in the staff shortage. It will drive the younger qualified members of the profession into the arms of the special libraries, and is no encouragement to married women who have left the profession to bring up their families to return to it, despite the current campaign to persuade them to do so.

There are also some strange anomalies in this ruling. As it appears in *Liaison*, it seems that librarians who qualified as A.L.A.s under the Old Syllabus and wrote theses for F.L.A.s under the New Syllabus, will still be liable to take a paper from List C, Part II, before being considered for a post above A.P.T. II.

As it will be necessary for Old Syllabus A.L.A.s to take one specialist paper surely the A.A.L. should be providing facilities for them to do so. The only means of doing so at present is by private study which cannot be called very satisfactory.

In his New Year message in the *Assistant Librarian* the President of the A.A.L. admits that 'the position of an Associate qualifying under the old Registration Examination has not been satisfactorily resolved'. One would think it to be the work of the A.A.L. to get this position clarified for the benefit of its members.

MARY E. GIBSON, A.L.A., *Assistant Cataloguer,*
London School of Hygiene and Tropical Medicine Library.

Hospital Libraries

The correspondence on hospital libraries has been very interesting, but I would like to point out that the Pilot Survey came out in 1959, and we are now in 1964—and are looking forward. In the new hospitals the appointment of a professional librarian will be essential—and indeed in all large hospitals old and new this should be so—especially as the new hospitals will be planned, it is hoped, with the general and medical libraries adjacent. Examples of such libraries are now open at Lincoln County Hospital and Queen Elizabeth II Hospital, Welwyn Garden City. Incidentally, the former is an old hospital and the latter is a new one.

The professional hospital librarian's time will be more than fully occupied and he or she will probably need both clerical and voluntary help. Today it should be possible to recruit the help of informed volunteers, graduates and those with comparable training in their own fields, from among married women who can only give limited time. They have a contribution to make, which I have found of value both to the hospital library service and to the professional librarian.

The problem of the moment is to recruit and train sufficient librarians for hospital library work. They need to be good librarians, with a real interest in hospital library work and in people. Each hospital librarian can improve his or her status in the hospital by the standard of his work—and by taking every opportunity of informing both hospital authorities and public librarians about hospital librarianship. True the hospital librarian is a 'bridge' between hospitals and the world outside and as people's stay in hospital is now to be as brief as possible perhaps this has value—for they are in touch with both worlds.

Dr. Leys has been fortunate enough to enjoy a good hospital library service of professional standard and he has done much to help and to recognise the value of hospital library work.

M. E. GOING, *Kent County Library Hospital Organiser.*

HOBGOBLINS or A STUDENTS' GUIDE TO CLASSIFICATION

(Respectfully dedicated to Melvil Dewey)

Now you know that Melvil Dewey
When he wrote his little scheme,
Concluded that he must decide
How many places to provide:
So he noted his notation
And, when he'd got it done,
Said, 'You always put hobgoblins in
One thirty three point one.'

A classification schedule
Must be very well observed;
And Dewey would feel out of joint
If you forgot his decimal point!
So here's one observation
Which is very quickly done,
You must *always* put hobgoblins in
One thirty three point one.

There's a place for every subject
No matter how obscure;
For example, one would put fish glue
In class six six eight point three two:
While we know that German poetry
Is undoubtedly eight three one,
While *all* hobgoblins go, of course,
In one thirty three point one!

Never classify by the index—
That isn't what it's for;
If you work from the schedule, you will find
A better class mark comes to mind.
But whatever you decide on
When your classing has been done,
There's a place for all hobgoblins in
One thirty three point one.

Now some misguided people
When faced with Dewey's scheme,
May think that it's an awful bore
And ask 'Exactly *what's* it for?'
So here's a piece of good advice
For each and every one—
You will *always* find hobgoblins in
One thirty three point one!

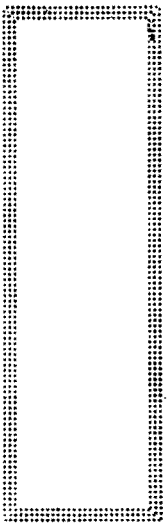
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The Assistant Librarian

Official Journal of the
Association of Assistant Librarians



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THE ASSISTANT LIBRARIAN

Official Journal of the Association of Assistant Librarians
(*Group of the Library Association*)

Editor: Peter D. Gann. *Associate Editor:* Tom Wilson

Central Library, The Priory, Church Hill, Orpington, Kent

Vol. 57 No. 4 April 1964

IS YOUR ANNUAL REPORT EXCITING?

In our February editorial the Library Association was criticised for not giving a national lead when it came to public relations. In all fairness, however, the efforts of individual libraries should also be examined.

One of the main instruments of public relations employed by public libraries is the annual report. This has been the subject of comment in this journal before, if I remember correctly, but not for a number of years. One of the points made was that it was not clear for what audience annual reports are intended. They often begin 'To the Mayor, Aldermen and Councillors . . .', but find a wider circulation than the Council Chamber. In fact, many are sent to the *Assistant Librarian*, and I would like to take this opportunity to thank all those librarians who have sent their publications; and apologise for not having made individual acknowledgment. (I cannot help wishing that I had benefited in the same way when I edited *Kent News Letter*, as reports which did come my way were useful sources of those news items which a regional periodical can publish.)

The local newspaper receives a copy of the annual report and writes up an article on the library service, but it usually has to dig for information. The facts are all there perhaps; but there are so many of them. Other librarians will read them; but will the public? The public hasn't got the time or the inclination to wade through pages of progress reports and statistics.

One notable exception is the Gloucester City Libraries Annual Report for 1962–63 (which was designed by the Gloucester College of Art). On one page the type area is 2·1 in. by 3 in. on a page 11 in. by 8·6 in. No wearying scanning of crowded columns here! It says that the Annual Report 'is more factual than usual and should convey to the reader the sense of simmering excitement over things pending which has pervaded the library department these past twelve months . . . which have changed the whole outward impression of the public library service in Gloucester'. How un-stodgy can you get?

But perhaps the ultimate in reports aimed at the public (at least of those seen by the writer) is a report produced by Etobicoke Public Library several years ago. Etobicoke is a suburb of Toronto, and is the place where they build branch libraries first, and 'houses, apartments, shopping centre and churches' around them afterwards. The report is a simple folder, with a photograph showing a busy library on the outside with the caption 'For Pleasure and Profit use Books, Magazines, Pamphlets, Films, from Etobicoke Public Library' written round three sides of it. When opened it reads: 'How much do you know about your Etobicoke Library?' It lists questions such as '(1) In 1958 books were borrowed from Etobicoke Libraries (A) 100,000 times, (B) 350,000 times, (C) ½ a million

times; or (4) Story hours are for (A) Preschoolers only, (B) 6, 7 and 8 year olds only, (C) Different age groups, with separate story hour for each group.'

No prizes for guessing the correct answers! But this quiz approach claims the reader's attention and makes him think of the probabilities in a way that our statistical tables cannot possibly do.

Be Fair to Chaucer House!

Also in the February issue Miss Adams and Miss Jackson of Ealing Library School criticised the service of the Library Association Library. There follow other points of view . . .

'NEW IMAGES BEGIN AT HOME'

From P. W. Plumb, F.L.A.

In airing their complaints against the Library at Chaucer House in the columns of the *Assistant Librarian*, Miss Adams and Miss Jackson are following a traditional, almost statutory, path. Usually this tilting at the Establishment does little harm and earns the jousters a certain small reputation among others of like mind. Unfortunately on this occasion negligence is alleged against unnamed but obviously identifiable members of their own profession. If they really felt their grievance justified, why did they not complain in the right quarters? Miss Adams and Miss Jackson have been bold enough to write to the *Assistant Librarian*: would it have been impossible to have written, phoned or spoken to the Librarian, or the Senior Assistant? Or perhaps their studies are so little advanced that they do not yet know that this is the correct course to take. Their phrase 'beyond a fleeting gesture in the general direction of the catalogue' suggests that they might have asked whether the Library contained certain books. It is surely not too hard to be shown the catalogue where they could look them up for themselves, although, of course, there is a section of Library users that expects even this to be done for them. The Library has to deal with a great many postal and telephone enquiries from Members who cannot get to Chaucer House themselves and the staff has them to consider as well.

As for staff conversation in the workroom and occasional laughter, the younger members of the Chaucer House Library staff have not had the advantage of full-time attendance at Library School. They have been studying for their qualifications the hard way, in the evenings after a full day coping with a fairly demanding and occasionally supercilious clientele. It is reassuring to know that they still have a sense of humour.

(*Mr. Plumb has now left the Library Association and joined the staff of the North-Western Polytechnic School of Librarianship.*)

From L. G. Lovell, F.L.A., Chief Librarian, Rotherham

Have Misses Adams and Jackson, who complain about the quality of the library service at Chaucer House, paused to consider *why* the Library Association's library is not a model of what a research library should be? The reason is simple—we (the members of the Library Association) are bad employers when it comes to employing librarians, and bad employers seldom get *and keep* the best staff.

The L. A. has recently advertised for a Chief Librarian and Information Officer

at a salary less than would be paid to its Chief Librarian by a good small-town public library. No assistant librarian in the L. A. library is paid even as much as a public library senior assistant with special responsibilities.

Our library and information service should be a model example of a major research library and its staff should be paid (as an example to other employers of librarians if for no other reason) model salaries for such a library. This means (in London) a £2,500 rising to £3,000 scale for the Chief Librarian, £1,875 rising to £2,250 for his deputy and two 'career grades' for qualified staff of £1,550 rising to £1,800 (one or two posts) and £1,000 rising to £1,500 (other posts).

Actually, it is only the service *in the library* which is not what it should be—those of us who use Chaucer House library (for books and information) *by post* have always (both from Mr. Plumb and his eminent predecessor, Mr. Henrik Jones) got the most excellent treatment. In fact, how Messrs. Plumb and Jones have succeeded in producing so much, with so little resources in the way of trained staff and equipment, has always been a source of amazement to me. Nevertheless, on the rare occasions I use it in person rather than by post I, like your correspondents, am struck by how sloppy and inadequate reader service *in the library* is.

Sloppy and inadequate we must expect it to remain until we show, with regard to the remuneration of our *own* library staff, the consideration we expect *our* employers to show *us*—and it is no use the L. A. saying it can't afford it because on the basis of recent balance sheets it obviously can.

From H. D. Barry, Secretary, The Library Association

The charges of unhelpfulness and bad behaviour made against the staff of our library (your issue of February) are serious ones. But they go so completely contrary to many reports that I have received from other users of the library that I cannot accept them without particulars.

May I ask any one who has a complaint against any member of Headquarters staff to let me know *at the time of the event?* I promise that any such complainant will receive immediate and courteous attention. But it would not be fair for me in this case to face any member of the staff with such serious charges—which if established might well justify a request to find another post—on the strength of a letter in the columns of the *Assistant Librarian* which comes to my notice several weeks after the event. For the interval of time may well have made it impossible for the person accused to identify the occasion on which the complaints are based, and therefore impossible for him or her to offer any effective defence or denial.

From D. J. Wright, Cataloguer, British National Bibliography

In a recent letter to the *Assistant Librarian* (February 1964) the image of librarianship as put forward by the Library Association was questioned mainly, it appears, with reference to the Chaucer House library staff.

As one who has used the library for study, fairly frequently over a period of several years, I may say that I have never found the staff less than most helpful.

It disturbs me immensely, however, to have to sit through a whispered conversation between female library school students (as is evident by their scarves) which is audible several tables away (even through a screen of bookshelves) as a monotonous hissing noise.

When the aforementioned female students taint the air with stale tobacco smoke, thus polluting the atmosphere, which is not conducive to clear thinking, this I would say is intolerable, and far more unpleasant than the slight film of dust from nearby building construction.

I agree that perhaps our professional library is not all that it should be, but I feel sure that it would be better still if certain noxious habits of the users were to be avoided.

SCOTTISH LIBRARY ASSOCIATION SUMMER SCHOOL

The Summer School of Librarianship is being held at Newbattle Abbey College (8 miles from Edinburgh) from 4th to 10th July. The speakers will include F. M. Gardner, F.L.A., President of the Library Association; A. J. Wells, F.L.A., of the B.N.B., and P. J. Quigg, A.L.A., Bibliographer, Belfast Public Libraries, apar tfrom leading Scottish librarians. The inaugural address on' The Ideal Librarian' will be given by W. Scobbie, J.P., A.L.A., President of the Scottish Library Association.

Applications, giving name, address and library, should be sent together with registration fee of £1 to J. W. Cockburn, F.L.A., Central Public Library, George IV Bridge, Edinburgh 1, as soon as convenient and in no case later than 20th June. Provisional bookings must be confirmed by 31st May.

The total cost of the course for the week, including board and residence, gratuities and lecture fees, is £7 10s. (i.e. £1 registration fee and £6 10s. to be paid on arrival). Day charges are £1 5s. for board and 5s. for lecture fees. Single meals are charged at standard prices.

DIVISIONAL NEWS

Sussex Division

The Sussex Division are to be congratulated on producing a history* to celebrate their golden jubilee. The author, Mr. A. Cecil Piper, F.L.A., was the first Secretary of the division, and Alan Ball, Chairman in 1963, pays tribute in a foreword to Mr. Piper's many long hours of pioneer work on behalf of young librarians.

Nowadays one hears of apathy and poor attendances at meetings. In those days, South Coast assistants travelled up to London meetings on half-day excursions from Brighton. True, the fare was only half-a-crown, but salaries were very small in 1911.

The inaugural meeting of the 'South Coast Branch', as it then was, was attended by W. C. Berwick Sayers, President of the 'Library Assistants' Association', and it elected the Chief Librarian of Brighton as its President, and the Chiefs of Eastbourne, Hastings, Hove, Portsmouth and Worthing as Vice-Presidents. In those days, being a Chief Librarian evidently did not debar one from holding an office in the Assistants' Association.

An account covering fifty years is bound to be selective; but it is also instructive. One lesson would appear to be that persistence is rewarded. Ernest Male, Chairman in 1912, suggested in that year the interchange of assistants between libraries. In 1956 a staff exchange scheme started operating!

The division has had its share of honours. In 1918, for example, Miss Ethel Gerard was elected first woman President of the Association. More recently,

in 1957, J. H. Jones (Hon. Secretary), H. G. Holloway (Hon. Treasurer) and R. Oxley (Assistant Hon. Secretary) all came from Sussex.

The way the division carried on through two world wars, those at home making a special effort to continue activities and keep in touch with those serving in the Forces, makes inspiring reading.

The Sussex Division may soon disappear, as the A.A.L. Council proposes that it be merged with Surrey in the future. Whether this is agreed or not, it is encouraging to know that librarianship is flourishing down by the South Coast, as it has been over the last half century.

* PIPER, A. Cecil. *Association of Assistant Librarians, Sussex Division, 1912–1962.* Obtainable from the Hon. Treasurer, Southdown House, St. Anne's Crescent, Lewes, Sussex, price 2s. plus postage and packing (3d. in U.K.).

BIRKBECK COLLEGE

(UNIVERSITY OF LONDON)

Part-time (evening) courses provided for Internal degrees in the Faculties of Arts and Science.

Facilities also provided for full-time and part-time students reading for (i) Higher degrees in Arts and Science, (ii) M.Sc. Crystallography by examination, (iii) M.A. and M.Sc. in Occupational Psychology by examination and thesis, (iv) Academic Postgraduate Diplomas in Numerical Analysis and Statistics.

Applications for admission to the College in session 1964-1965 should be made before June 1. Pamphlet and form of application may be obtained from the Registrar, Birkbeck College, Malet Street, London, W.C.1.

TRAIN FOR A CAREER IN TEACHING AND TUTOR LIBRARIANSHIP

Men and women aged between 25 and about 45, with good industrial or other experience, can be trained as full-time teachers of General Subjects, including English and Liberal Studies, and (at London only) as Tutor-Librarians in technical colleges and schools.

ONE YEAR COURSE : SEPTEMBER 1964 — JUNE 1965
FREE TUITION : MINISTRY OF EDUCATION GRANT SCHEME

Applicants should possess qualifications such as a University Degree or Diploma, F.L.A., or A.L.A., H.S.C. or G.C.E. (not less than 2 Advanced Level subjects, preferably 3). Successful completion of the course gives Qualified Teacher Status.

For further details write to:

The Principal,
Garnett College,
Downshire House,
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The Director,
Bolton Training College,
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The Haugh,
Bolton.

The Director,
Training College for
Technical Teachers,
Holly Bank Road,
Lindley,
Huddersfield.

The Principal,
Wolverhampton Technical
Teachers' College,
Wulfruna Street,
Wolverhampton.

Please quote reference S55.

OTHER LETTERS

Public Relations for Libraries

I agree with your February editorial that there is still much to be done by way of public relations for libraries

I am constantly amazed on the number of bookish people, journalists, etc., who do not regard the public library as a normal source of information.

A magazine like mine receives a large number of requests for information, the majority of which could be answered quite easily by the local reference library.

Unfortunately, many librarians do not realise the lack of impact which they are making on the community. When I was editing another magazine some years ago I had a regular page of readers' enquiries about literary matters. One well-known member of the A.A.L. complained that this was quite unnecessary because all the questions could be answered at libraries. He was quite right, but the very fact that the people who wrote to me did not know of the libraries' information service showed that these libraries were not doing their job in making their facilities known to the public.

WILLIAM G. SMITH, *Editor*, Books and Bookmen.

(*Bill Smith gave up editing the* Assistant Librarian *almost exactly six years ago when he became editor of* Books and Bookmen. *The present editor, who had several contributions accepted by Mr. Smith, is delighted to be able to return the compliment.*)

Oh, Unkind Publicity!

No wonder we librarians are not often before the public eye except in such fussy, immoral and archaic images as those presented by Harry Worth, Tony Hancock, Kingsley Amis and 'Dr. Finlay'. We have been ignored by that august body, the Oxford University Press!

The fifth edition of the Concise Oxford Dictionary—in its list of abbreviations—gives no translation for F.L.A. and A.L.A.—believe it or not—it translates *only* as the 'American Library Association'.

May I sign myself, sir,

HOWARD S. HOPTROUGH, O.U.P.

(which—translated—means 'out until publicised').

Cornwall Technical College, Redruth.

More Effort and Determination Wanted

Together with many people in the profession, I looked forward to the reading of the Public Libraries and Museums Act, feeling, I am sure in common with many others, that something so long overdue, and heralded as it was by the Robert's Report and two Working Party Reports, must be a turning point in the history of libraries. That in future the Public Library service in this country would be provided with the blessing of Parliament on its improvement and also their financial aid. Of course, such optimism was foolish, and so was rightly disappointed, since all that the Bill has done is to implement the mild proposals of the combined report and working parties, it aroused as much interest as its lukewarm contents deserved.

EDUCATION SUPPLEMENT

Edited by W. M. Watson

Newcastle School of Librarianship

The Examination Supplement which we know today began as a section of the *Library Assistant* in October 1937. It was clearly stated in the first issue that the following items would be covered:

(1) Open discussion on general educational topics and developments.
(2) Elucidation of ambiguities arising out of the study of the various subjects.
(3) Hints on the technique of study by means of correspondence courses.
(4) Comments on examination papers.

Since 1937 the role of the Supplement has changed as the professional educational system has changed, and we have seen contributors covering the examination papers set in two or three subject fields, giving students general guidance on the way in which the various questions should have been tackled.

In this particular issue of the Supplement it will be observed that there is a change of title to 'Education Supplement'. The reason for this is that it was felt that it would be more appropriate at this stage to develop item (1) listed above and produce an issue on aspects of library education. There was little point in producing a post-mortem on an examination which is not to be seen again.

The contributors to this issue have been selected because they are known to have definite views on our professional education system and, as you will see, many contentious points have arisen. These views are the views of the individuals concerned and should not be allowed to go unchallenged by members of the profession at large. It is hoped, therefore, that some fiery correspondence may result; if it does not, then I could only come to the conclusion that the profession is more complacent than some of its critics would have us believe.

Without turning the Editorial into an apologia, it is only fair to point out that some of the impact of this Supplement has been lost owing to the recent appearance of other articles in this year's issues of the *Assistant* and the *Library Association Record.* The preparation of these articles was unknown to your Editor when briefing contributors. However, any overlapping which may be noticed will only serve to illustrate the importance of the overlapped material.

One thing will be noticed in this issue, and that is that there is no contribution on the 'relative standards' of the new examinations. The reason for this is that I have not yet met anyone who is, at this stage, in a position to measure such standards. Until the first examination papers have appeared, known students have sat them and received their results, it is quite impossible to begin to promulgate on standards or to try to produce equations in order to measure them.

I would like to thank all contributors to this issue for the time which they have devoted to their individual topics, for the neatly typed scripts which they supplied and for their full co-operation in the preparation of the complete script.

As this is the last issue which I shall be editing, I feel that I would like to record my appreciation for the help given to me by all those who have contributed to the Supplement during my editorship and to the two Editors under whom I have served, Mr. Peter Labdon and Mr. P. D. Gann.

Future issues of the Supplement will be appearing under the general editorship of the Education Officer of the Association, Mr. J. S. Davey, and I would like to take this opportunity of wishing him every success with the Supplement in its new form.

PROBING THE EDUCATIONAL STRUCTURE

A. THE SYLLABUS

Since July 1960 almost one hundred articles and items of correspondence concerning the new syllabus have appeared in the *Library Association Record* and the *Assistant Librarian* alone. After careful consideration, I would estimate that less than half of these were really needed. Many have only helped to confuse the issue and many others have obviously been written by misinformed and extremely biased librarians. It must be said, however, that the official statements from the L.A. have either been evasive or not fully informative of the full implications of the new syllabus. I could fill many pages in an attempt to describe fully the details of the syllabus, but this has already been done admirably by Mr. Palmer and Mr. New.

This article is not going to be another declaration of either support or condemnation of the new syllabus—there are points for each side—it is simply intended to be a probe into the possible effects that the new syllabus will have upon our future education.

Before passing over the present situation too lightly, I would like to make a few points which have helped to fire the present controversies.

I have already referred to the fact that the L.A. has been evasive, especially concerning the subject of part-time tuition. Part-time 'pipe-liners' have definitely had a raw deal. In all the articles I have studied, never once have I found a really good reason stated as to why it is necessary for pipe-liners to take remaining parts of the new Part I at one sitting. It has been suggested that students can be released for one day each week for perhaps the next three years, enabling them to take all remaining parts together. Can the L.A really expect all local authorities and industrial organisations to accept this, especially in conjunction with the termination of correspondence courses by the A.A.L.? Have the special library pipe-liners really been considered? The consequences have obviously not been considered with enough care. Many pipe-liners are completely out on a limb, living at least one hundred miles from a well-organised three-year course; and the transport is so poor that it could take the whole day simply travelling to and from the centre. It has been stated that the situation of the pipe-liners is still under consideration—if this is so, why not consider allowing present pipe-liners to take on part at a time, perhaps giving them a time limit of four years to complete?

Of all the criticisms and complaints which have been levelled at the new syllabus, I believe that the above point is the only really serious fault of the proposals—the remaining points are either too small to concern us unduly, or can be settled without much difficulty.

The remaining parts of this article will now be devoted to the possible future developments resulting from the syllabus and its implications and the way in which the A.A.L. can take part in the future educational structure of our profession.

B. THE SCHOOLS

1. Grants

Before even considering attending full-time library schools, students must first ensure that a substantial bursary is available. In recent years grants have been relatively easy to obtain, but have been too low and have varied too greatly in amount. The increase and standardisation of local authority grants is essential. A survey to estimate the amount required for a two-year course is very necessary. Before deciding on an amount, we must not forget that we do not simply want twice as much money as we had for a single year. Students who may be able to 'rough it' for one year may not be able to face the same undernourished existence for two. Clothes and other necessities which could be renewed after one year would also have to last two. My estimation for increased grants would be that at least two and a half times the amount is needed—provided, of course, that the original grant was a reasonable one in the first place.

2. Selection

To enter the library schools applicants must be selected by the head of department. Concern has been expressed by the profession about entrants being chosen centrally by heads of the library schools—not practising librarians. Selection committees, however, comprised of the head of the school and a number of local chief librarians should help to solve this problem. This being the case, everyone would benefit, since the heads of the schools also have a broad view of library affairs and are not directly concerned with local staffing problems and therefore can help to keep high standards of admission. With the present staffing problems many chief librarians are now obliged to accept applicants of a lower educational standard.

3. Sandwich Courses

Sandwich courses can be a great asset to the new educational structure, because they help to combine both the practical and theoretical aspects of our professional work, proving to be extremely valuable to inexperienced entrants. Resulting from this idea, it is possible that authorities who maintain high standards of librarianship will become 'training libraries', thus ensuring that students will be introduced to librarianship as it should be practised and not as we sometimes find it.

4. Graduates

The direct admission from library schools of more graduate and 'A' level students into our profession should be one of the results of the new educational structure. This point has been constantly criticised by people expressing concern that these newly qualified librarians will be without practical experience. It has been pointed out before, however, that few juniors obtain any experience other than simple routine procedures, possibly even in only one department of a library. The possibility of sandwich courses also affords an experience to be gained in libraries with high standards of service, which would alleviate any further means of criticism on this point.

Let us face the facts, graduate entrants should be welcomed and there should be no personal biases or sour grapes held against them—our profession is far too mature, forethinking and well versed in good common sense to harbour such childish attitudes. Let me stress one point, however. Because an applicant is a graduate, he should not be given an unfair advantage over other applicants for a professional post. Our professional qualification is of prime importance—on it rests the status of our profession. Applicants should be judged primarily by their professional qualifications and experience. The influx of graduates can only lead to the general improvement of our status, salaries and conditions of service.

5. Examinations

The controversy concerning internal or external examining will be with us for a number of years to come. I believe, that as a profession, we should welcome the idea of the library schools carrying out their own internal examinations. The close contact with students enjoyed by the heads of the schools cannot possibly be compared to the limited written contact which is found in present examining practice. It has been suggested that the schools are not to be trusted with the responsibility of maintaining an all-round high standard—but are we not now trusting our external examiners, who, after all, are only human with human weaknesses and biased ideas and must find it extremely difficult themselves to maintain the same standards of marking at all times? My belief is that we have had an excellent body of examiners in our senior colleagues in the past and still have, and I am sure that our senior colleagues at the schools will prove to be just as able to cope in the future without undue hardship. After all, we should remember that the system of internal examining has been working very successfully for years in our universities. Surely external examinations are no longer necessary in the light of the eventual decline of part-time study.

C. THE LIBRARIES

1. Division of Staff

The direct entry principle of qualified staff from the library schools, the eventual abolition of a professional entrance examination and the possibility of a non-professional certificate in the offing surely will expedite the division of staff into professional and non-professional. This is an essential and necessary step if we are ever to increase our status in the eyes of the public and shake off our 'bogey titles' of professional bookstampers and pedlars of light fiction.

2. In-service Training

In-service training schemes will undoubtedly become even more essential with the introduction of the new syllabus. Many inexperienced qualified staff will be entering the profession, gaining posts in many different types of authorities. They will require some form of practical introduction—sandwich courses have been referred to, but in-service training is the ideal answer for each individual authority. The possibilities in this field should be carefully considered. Could some co-operation within A.A.L. Divisions be organised amongst the various types of authorities, to help these new inexperienced professionals to become aware of the practical problems of all types of library work? Perhaps some form of staff circulation for limited periods within the divisions would prove to be successful.

3. Salaries

One of the initial aims of the new syllabus is to increase our status and so eventually to raise the salary structure for our professional staff. The recent recommendations of the Local Government Examinations Board have been undoubtedly disappointing, but these recommendations are not to be taken too seriously. To begin with they are not statutory—the decision on salary scales is governed by the local authority which advertises a post—also I believe that these recommendations are only temporary and will be improved as our status improves.

4. Aslib

Perhaps our greatest worry as a profession is the possible outcome of the new syllabus regarding the special library situation. Their hardship is the greatest—especially in gaining leave of absence to attend full-time courses—and because of this there is a future possibility that Aslib may be forced to split our profession and promote its own examinations. We must prevent this from happening at all costs.

D. SPECIALISATION

In my opinion the new syllabus could bring with it two different forms of specialisation. To begin with, the structure of the new syllabus makes provision for students wishing to specialise. This could eventually lead to a higher proportion of specialist staff being found in public libraries and in fact in some of our larger systems we may be able to find a number of subject specialists on the staff. This could, to a lesser extent, eventually replace the present theory of subject departmentalisation of bookstock.

The other possible form of specialisation may develop within the schools themselves. The Association of British Library Schools may consider the possibility of specialist library schools. Apart from each school providing general courses for the new Parts I and II, it may be possible for some schools to become reputed for holding specialist courses in the professional examinations. One school perhaps specialising in industrial techniques (especially if situated in an industrial area), another specialising in children's work and another in university and college library work and having the appropriate specialists on the lecturing staff. This idea may help to alleviate some of the problems which have been expressed regarding the ability of the schools to hold courses for all parts of the new syllabus.

Dare I even go a little further and suggest possible overseas training for

students intending to go into industrial work and wishing to acquire a greater knowledge of a particular foreign language? Would it be possible for this to be arranged by the schools—perhaps six months of study spent abroad on an exchange basis—or harness it with the practical side of a sandwich course?

E. A.A.L. HELP

The present help that the A.A.L. is attempting to give to pipe-liners is really not enough, although the task is spliced with many problems. The sale of course notes and encouragement of revision courses are only small compensations to the student who suddenly finds that he is faced with far more parts to take than he had bargained for and worse prospects of passing them. The situation is a difficult one, but we must never conveniently lose sight of the difficulties of our colleagues. All qualified members of the profession should consider it a part of their professional obligation to give personal help and advice whenever necessary to those more unfortunate than themselves—those who have suffered so that the remainder of us can enjoy the long-term benefits which the new syllabus will eventually bring.

1. Publications

The A.A.L.'s publication programme is quite substantial at present, but in order to cope with the future educational structure it will be necessary to expand this. A greater number of student textbooks will be required, especially those of a more elementary nature, to help the 'A' level school leavers and graduates who are entering the profession without any professional entrance examination. These elementary texts could act as good introductions to professional practice and theory, laying the foundations for the more advanced Part I course. They could also be of especial value to the non-professional assistants who may wish to broaden their professional knowledge in order to gain the suggested non-professional certificate, or simply to become more interested and competent library assistants.

Let us now consider the fact that one of the implications of the new Fellowship structure will bring the presentation of many valuable theses. The A.A.L. could do some excellent work in harnessing these to their publications programme—dare we even consider the possibility of the construction of a microfilm and abstracting service to further the dissemination of these theses? In the same field the A.A.L. or the L.A. could possibly propose specific suggestions for professional work which is badly needed and publish these suggestions, or at least have the right to send suggestions to comply with requests from budding Fellows. This would ensure that students are doing work which will be appreciated by the whole of the profession. Closer consideration of the above suggestions may prove to be very fruitful.

It has been suggested that literature guides to the new Part II List C papers will be required and the A.A.L. Council is already looking into the possibility of such a venture. In fact, there are many possibilities which lend themselves to the new educational structure and it is only by close co-operation amongst all interested bodies that the fullest and best results can be realised.

2. Educational Visits

Educational visits either in this country or abroad (as in the recent U.S.A. Study Tour instance) will no doubt play an extensive part in the work of the A.A.L. Education Committee. The value of these should not be underestimated and this idea could be greatly expanded.

The A.A.L. will, of course, continue to provide the present educational services which have proved to be so valuable in the past.

F. CONCLUSION

In conclusion, may I appeal not only to the senior members of our profession but also to the junior members to devote their energies to promoting the success of the new educational structure and not to the incessant criticism

of what we should all have now accepted. We cannot now reject this new syllabus, so let us work together to ensure that its long-term results are favourable.

N. W. WOOD, A.L.A., *District Librarian, Maryport, Cumberland. (A.A.L. National Councillor.)*

THE STUDENT-LIBRARIAN AND HIS STUDIES

My colleague, Malcolm Watson, of the Newcastle School of Librarianship, asked me if I would write some notes on 'Teaching Methods', but by agreement I have chosen the title above and for two reasons. First, teaching methods are of primary interest to teachers and, second, because the terms of my chosen title enable me to write about matters strictly speaking outside the field of teaching methods but of primary concern to students and prospective students who will be the main body of the readers of these notes.

Professional attention has naturally been so concerned with the formulation and introduction of the Library Association's revised syllabus, that other factors which will influence the character of professional study have been given only tardy and scant consideration. These are, briefly:

(1) The increasing number of students entering Schools of Librarianship who have at least two G.C.E. passes at Advanced Level or a University Degree.

(2) Entry to schools is now more selective. It is now generally true that *potential* as a student and as a *future professional librarian* is the determining factor in selection of students. When selecting students for the now superseded full-time Registration Courses, *past experience* in a library and the ability to satisfy the Library Association's examiners were frequently prime considerations.

(3) Changes in the staffing of the Schools. Staffs are now much larger and include teachers with a wide variety of professional experience.

(4) The increased number of students in the Schools which makes possible and necessary new ways of organising study.

(5) The competence and maturity of the Schools, almost all of which were founded between 1946 and 1950.

(6) Courses for non-graduates last two years. Not to be overlooked among the consequent advantages is the opportunity for extended periods of practical work.

But to the organisation of study in the Schools. I shall attempt to characterise briefly certain practices, not only of the present, but what appear to me to be desirable innovations in teaching and therefore of study. Much depends, of course, on the kind of examination to which our courses lead, and here we can detect certain changes. Recent indications of a realisation by the Library Association and its examiners of the importance of examining study in known conditions rather than undefined experience in unspecified library work give some hope for more relevant examination papers. (But not, by that token, 'easier' examination papers.)

STUDY AND TEACHING METHODS

Reading. No apologies or explanations should be needed for my according this first place in my catalogue. A not entirely incidental value of the reading of a student-librarian is what it teaches him about using books and libraries. To have been a student using libraries may engender that sympathetic regard for students lacking in too many libraries.

Reading arises from lectures and is needed in preparation for seminars and written papers (see below). Some books students must buy, as they will be needed for prolonged periods. Professional periodicals are of great importance. (Keep your *Library Association Record.*) Conference proceedings are particularly important and among the most cited are those of the Library Association (*two* annual conferences now), its London and Home Counties Branch and of the Reference, Special and Information Section. *Aslib Proceedings* publishes papers at Aslib's annual conference and elsewhere.

But reading is not confined to purely professional materials, for the new syllabus and the new courses are more outward looking. Periodicals such as *New Society, New Scientist, Economist, Spectator, New Statesman* and

Times Educational Supplement throw light on the environment in which we work as librarians and thus tend to reduce the risk of a 'narrow professionalism'.

Social and cultural history will inform our understanding not only of the spread of printing and the development of libraries in the nineteenth century for example, but should lead to a better grasp of the nature of our work in our own times.

Practical Work. In the past, practical work in libraries during School courses has been little more than an extended visit, but all schools now see it in a different light. Periods of practical work will be longer and in more carefully selected conditions. It will be regarded as a period of study, in which the student learns not so much how to do things but to think analytically and critically about the work he does. It is an opportunity for studying library services and procedures and as such requires reading (reports, library histories, manuals) and writing ('day books', reports for tutors).

Writing. Students have to acquire rapidly the skill of making concise and relevant notes. But the production of essays, reports and the writing up of projects requires a different facility with words. It has been found that the style and form required in many essays—succinct and often with a high 'information content'—does not always come easily to students reared in a grammar school tradition which seems to lay great stress on a 'literary' style. In Schools of Librarianship, written papers are frequently arranged under subject headings or in some tabulated form. The published sources used in the preparation of the paper should be acknowledged.

The part that written work plays in study is important. It is a communication from student to teacher, enabling both to make an assessment of progress. It should not be fashioned solely from the materials of a lecture, but should take the lecture as starting point. There is some merit in restricting the length of written work if it encourages a terse clarity, but I see little point in the practice of drilling students to write only for the time allowed by examination questions. Some practice may be needed, but it cannot be pretended that it enables the student to give proper treatment to a subject *in the course of his study.*

The Tutorial is essentially a meeting of a teacher with one student, sometimes with two or three. It has many uses. It enables teacher and student to deal with questions not easily discussed in formal lectures. There are also certain 'remedial' functions, for the tutorial allows the teacher to diagnose some of the difficulties which prevent the student from making satisfactory progress—and possibly to prescribe the cure. It is, of course, the most satisfactory means of discussing with a student the many forms of individual work which the new syllabus and new courses require—e.g., bibliographies and reports of personal investigations of library service and literature.

Tutorial work also becomes more important with the growth in size of the Schools, for without some continuing personal contact between student and teacher, we are in danger of producing librarians by the 'battery method'. Finally, the tutorial enables the teacher and student to discuss any circumstances which may inhibit satisfactory study such as illness, financial worry or trouble with living accommodation.

Where there is a tutorial system, it operates most effectively when students are forthcoming with their study and personal problems. Teachers are naturally reluctant to offer advice if they believe students are coping with their own problems.

The Lecture—'an admirable device for communicating information from one person to another without it passing through the mind of either' and 'The invention of printing made the lecture superfluous'. If the lecture fails to involve the student and fails to lead him to fruitful reading, then there is some truth in these pieces of educational folk-lore. But there is value in a lecture. It provides a framework for the study of a topic and enables the teacher to bring together several views and subject them to critical analysis, thus leading him to state his own view. It is also occasionally useful for

imparting information not easily found in the literature. It seems that a certain liberalisation of examining is to be expected and this should make unnecessary the all-too-common practices of the past, when the lecture was used almost exclusively for telling the student all the many things he needed to 'know' for the examination. The lecture imposes a certain discipline on both teacher and student; it needs to be carefully organised and presented (teacher) and closely followed and notes made of points not clear (student) for time for discussion will be necessarily brief. The ability to make rapid and cogent notes, preferably without the need for re-writing, is of fundamental importance. But notes, when taken, should be amended in the light of the student's reading and relevant new developments. (At the present rate of library development much can happen in two years.)

The Seminar is a meeting of a small group of students (say 8–14) and a teacher for a discussion of a previously stated topic. It is a form of study requiring the active participation of the student; frequently the theme of the discussion arises from a lecture. Preparation for a seminar is essential. The teacher will state the topic for discussion at some length, often indicate some useful reading (sometimes a seminar can be built round a single published paper) and perhaps suggest some important 'focal' points of the discussion. The student must make relevant notes of the reading (and it is useful to explore the subject beyond the references given by the teacher—here *Library Science Abstracts* is important), noting the crucial arguments, his agreements and disagreements with the writers and, above all, matters on which he is not sure. At the meeting itself, the function of the teacher is to get the discussion started and thereafter to act as a sort of participating referee, subduing the vociferous and encouraging the silent. If possible, he should briefly summarise the main trends of argument and the conclusions, if any. It is an invigorating form of study, but failure is certain unless all members of the seminar are factually grounded in the subject of discussion.

Developments in Study. The extension of courses to two years, the hoped-for separate syllabus for a one-year graduate course instead of the present sorry truncation and the trend toward making the examinations solely a test of study give me hope that the Schools will be able to introduce and develop new methods of study—new, that is, in study for librarianship, for they have a respectable history in other spheres. Here I can do little more than list some of them.

Investigations such as those carried out by students and teachers in some Schools (e.g. Newcastle: Readership of Wallsend Public Library; Glasgow: Use of Branch Library; Leeds: Procedures in Ilkley Public Library; Ealing and N.W. Polytechnic: Library co-operation in London) are examples of the kind of work whose planning, execution and evaluation contribute much to study and bring the student face to face with actual library problems and cause him to think about them.

Study Tours and 'Field Trips' already carried out by some Schools are capable of extension and variation.

Case Study, a form of teaching developed in business studies in the U.S.A., has many applications in librarianship. Briefly, it consists of the writing up in some detail of a specific library problem, e.g., one of policy such as the siting of a new building or a matter of day-to-day service such as the handling of an enquiry, in order that students in full possession of the facts may discover suitable solutions and courses of action which are then discussed by the group working on the case. The discussion ensures that each student defends his solution but is made aware of other solutions; indeed, it often transpires that there is no one 'correct' solution.

Rôle Playing has been defined as the 'technique of training which provides experience for in-training employees through the trainees' dramatisation of problems, case-studies, etc., thereby giving the learners an opportunity

of learning by doing'. It seems to have applications in the study of librarianship and I have used it to attempt to bring out the many problems in handling enquiries in libraries. The students were given an enquiry in just the manner it might be made in a library (teacher playing the rôle of enquirer, student that of librarian at his desk) and had then to conduct the preliminary interview or 'diagnosis', noting the information necessary for planning the search for the desired information.

Though we are still at the beginning of such work, it seems clear that we now have opportunities to develop for our own purposes new study methods and to adapt many which have been successfully used in other fields of education and training.

One or two years at a School of Librarianship may be necessary if you wish to become a professional librarian, but it seems that we can now depart from a decaying pseudo-puritanism and ensure that even if we English continue to take our pleasures seriously, we can also make the unavoidable enjoyable.

EDWARD DUDLEY, F.L.A., *Acting Head, Department of Librarianship, North-Western Polytechnic.*

THE GRADUATE PROBLEM

As it stands at the moment, the graduate syllabus represents nothing more than a compromise between what the L.A. considered to be the ideal syllabus at the time and what graduates could reasonably be asked to do. When the details of the revised syllabus were first published (*L.A.R.*, July 1960, pp. 219–25), there was no indication as to what provision was to be made for graduates apart from the statement that '*the regulations governing the examinations will be published in due course, together with the arrangements made for graduates and holders of the librarianship diploma of the University of London, when these are completed*'. When the regulations were finally published (*L.A.R.*, December 1961, pp. 424–7) it was stated that graduates would be exempted from the Intermediate Examination.

It is a great pity that after so much careful thought had gone into the details of the new syllabus, so little thought should have gone into the position of the graduate in the new scheme. The syllabus had been designed as an integrated two-year syllabus, the Intermediate Examination consisting '*of a core of subjects which are common to all kinds of libraries*', and a Final Examination '*of three groups of papers related to the work of various kinds of libraries, to techniques, and to special subject fields respectively*' (*L.A.R.*, July 1960, pp. 219–25). To grant exemption from the fundamental core of a subject is simply to ask for trouble.

It soon became clear that the syllabus could not be left as it stood. Mr. W. B. Paton in his Presidential Address (*L.A.R.*, October 1962, pp. 367–72) points out that it is unrealistic to expect graduates to undertake the two years course laid down for non-graduate entrants after a period of three or four years' study at a university, but that it is equally unrealistic to require them '*to complete after one year's study the advanced Final Examination which, by its very nature, calls for both the preparation of the groundwork basic course and the discipline of practical work in a library—neither of which the graduate has experienced*'. He calls it '*a misguided set-up . . . (which) must be remedied without delay*'. At last year's annual conference of the L.A., Mr. Tynemouth expressed the opinion that '*probably the most urgent problem requiring solution . . . is that of a special graduate syllabus. The present exemption from half a carefully integrated two-year course is not enough: it is like putting a man into a two-storey house with no staircase or lift.*' At the same conference, Roy Stokes expressed the same opinion rather more forcibly when he said: '*It is monstrously stupid to produce a two-tier syllabus designed to be taught in a closely integrated two-year programme and then to exempt some students from the first year which has specifically been designed as a core course of a general introductory nature. No amount of tinkering with substitutes, such as a special introductory course, can hope to remedy the situation. We need, and we need it urgently, a special syllabus for the graduate entrant tailored to his particular needs.*' It is only fair to point out that this whole question is being considered at the moment. *Liaison*, August

1963, carried a report that '*Because it has been felt that the position of the post-graduate student at a non-university school of librarianship might not be satisfactory under the new syllabus, a sub-committee has been set up to discuss the question with the Association of British Library Schools and other sections of the L.A. who are concerned*'.

Just what is wrong with the existing system and how can this be improved? It is proposed that in the future graduates will be recruited straight from university and do a year's course, or in some cases a year and a term, before taking up an appointment in a library. The prospectus for the University of London School of Librarianship and Archives states that '*Candidates for admission to the librarianship courses are expected to have had a year's experience as a student assistant in a good library; the intensive nature of the academic course makes the preliminary introduction to library practice very necessary*'. The same can be said for the non-university library schools. It is extremely difficult to study, for example, library planning and organisation without having some knowledge of what goes on in a library. A more important consideration is that the average graduate will have little knowledge of what actually goes on in a library, and cannot possibly know if he and the work are really suited until he has had some practical experience. In view of this, it would be more satisfactory if the L.A. was to follow the London University pattern and require all graduates to work for at least nine months in a suitable library before proceeding to a full-time course. During this time he should be under the librarian of the particular authority he is working in to direct his practical experience, but at the same time possibly based on the library school to which he will eventually go, to direct the reading that could usefully be done before the course proper begins. There should, of course, be close co-operation between the head of the library school, and the chief librarians of the participating authorities in order to work out what practical experience is desired. It is quite probable that in this period there will be some wastage, but it is better for it to occur at this stage than during or after the full-time course.

A more serious problem is the fact that graduates are expected to deal with the Part II examinations without the groundwork of the Part I. They are asked to specialise immediately in one form of librarianship without the overall picture as given in Paper 1 of the Part I Examination. Types of reference material are covered in Paper 4 of the Part I but are not included in the Part II papers at all, and it is impossible to do the List C papers without some knowledge of the basic reference sources. This means that the Part II Examination, which is already quite a heavy programme, will be even worse for the graduate who will have to cover, in some detail, much of the material that is covered by the Part I papers.

Another criticism is the wide choice of papers offered to the graduate. If he chooses not to take Part II, List B, Papers 1, 2 and 3, a graduate can become professionally qualified without ever having done a course on classification and cataloguing. It is to be hoped that the library schools will guide students in the choice of papers, but one feels that at least the practical classification and cataloguing paper should have been made compulsory for all graduates.

Similarly, one feels that some bibliography should be made compulsory. Possibly this could be based on the 'Bibliographical control and service' paper in the Part I Examination.

Further criticism can be levelled at the Part II, List C papers. Originally it was stated that candidates in List C would have the choice of either sitting a formal examination or of submitting a bibliographical project (*L.A.R.*, July 1960, pp. 219–25). After further consideration, the alternative was dropped and all candidates now have to sit a formal examination. The alternative of a bibliographical project seems much the more sensible way of testing this part of the syllabus, as surely what is wanted is not a detailed knowledge of, for example, the Bibliography of the Caribbean Region, but the fact that the student knows the bibliographical pattern, which is similar for all subjects. In the Bibliography of English literature it becomes even more ridiculous when the student has to study the bibliography of a major novelist, poet and dramatist. Would it not be better if the London University pattern was adopted and the candidate submitted a bibliographical project in the year after the full-time course? Similarly, if it is thought

necessary to scan the librarianship of a special subject, would it again not be better to get the student to submit an essay than to see how much he can write on say the classification of the subject in half an hour? Besides lightening the load of the full-time course, this would be a much more valuable exercise in itself.

If the syllabus was remodelled on these lines it would be divided into three parts.

(1) A year's practical training in a selected library, together with some introductory work and reading organised by the library school to which he is attached.

(2) A year's full-time course at library school, at the end of which he would be examined in probably five papers. Three of these papers, one being selected from the present List A papers, another being practical classification and cataloguing, and the third, bibliography, would be compulsory.

(3) Finally, a year in a library, during which the student would submit a bibliographical project and possibly an essay.

Already I can hear the cry that graduates will be frightened away by a three-year course. Mr. J. W. Vincent in a recent letter to the *L.A.R.*, October 1963, p. 386, seems to consider that a graduate, by virtue of his degree, has a right to walk in and govern a library. This is, of course, absurd. The graduate, in spite of his specialist knowledge, still has to learn the techniques of librarianship. The recommendations I have suggested are aimed at achieving a threefold purpose: to ensure that all students have some practical experience before starting on the full-time course, to spread the syllabus more evenly over the three years so that the individual parts can be studied in more detail, and to ensure that no student can qualify without studying the essentials of librarianship. The graduate would be able to qualify in exactly the same time as at present, and two of these three years will still be spent in lucrative employment. If anybody still thinks the graduate will be frightened off, the first step must be to improve the image of librarianship as a profession. If it is seen as a useful and rewarding life the graduate will not object to one extra year on a grant.

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THE FUTURE OF PROFESSIONAL EDUCATION: SOME PERSONAL VIEWS

(1)

An unpleasing feature of the library profession is its dogmatic conformist institutionalism, combined with bitter intolerance of non-conforming opinions. For example, Yorkshire's preference for running interlending without union catalogues is not regarded as an interesting difference, but a wicked heresy, to be ruthlessly eradicated—preferably by burning Bebbington, Taylor, Lovell and Smith of Dewsbury at the stake outside Chaucer House as an example to other Yorkshire librarians.

Our current dogma on professional education has five articles: (1) library schools should do the examining [though other professional bodies do not, except under rigid safeguards, allow technical colleges to do it, technical colleges—unlike universities—not being examining bodies]; (2) library schools' lecturers should be the *sole* examiners of their students [though universities use 'external examiners' jointly with their own staffs]; (3) library experience before going to library school is a bad thing, and may disqualify candidates otherwise suitable [more of this later]; (4) library school lecturers alone are qualified to select entrants to the profession, chief librarians having no say [though many lecturers have never held library jobs involving selecting even a cleaner]; (5) library schools' job is not teaching practical librarianship but only theoretical background [what happens if medical schools follow suit?].

The new syllabus itself is imperfect. It still examines the same subject at two levels, but graduates can qualify without covering subjects (e.g., cataloguing) without which one just is not a librarian. Library school pressure has relegated Dewey (used by 95 per cent of libraries) to parity for examining purposes with rarities like Colon and Bliss.

The long-standing faults of library education remain. Its intellectual content is so shallow that the F.L.A. is still attainable by people who read no intelligent newspapers, know nothing of the structure of society, and lack any contact with current social, political and cultural movements. Modern foreign languages, a librarian's most important qualification, are ignored, as are administrative principles, interpretation of statistics and sources, and systematic presentation of material (in reports, instructions, etc.), which are valuable to *all* professions.

No longer are librarians trained to *what libraries require*. Library school writers make it clear that they consider *libraries* should change their purposes and policies to fit in with what their schools' products have been taught. This reflects the background of many of the schools' senior staff—some have been out of librarianship for years and few have held posts above branch librarian (that professional dead-end!) in reasonable-sized libraries.

Amazing misconceptions exist about librarianship among school-leavers. Many schoolgirls now being recruited direct to library schools at 18 will find, upon coming to work in a library (after two years' expensive training), that librarianship is not for them. The boy who decides at 18 to become a teacher has had thirteen years' experience of schools from the inside and knows intimately what his life will be like. This is not so in librarianship any more than in nursing or the Church—professions with notorious proportions of 'spoiled vocations'.

The *sensible* method is recruitment *jointly* by chief librarian and library school director for a *four*-year course, the first and last in a library approved *by the director* as efficient for training, the middle two at library school. The mechanics are not insuperable. Entrants would be assured both of proper in-service training under the library school director's supervision, and a library school place. Libraries unwilling to meet directors' requirements would get no decent staff—eventually they would toe the line. The A.L.A. would be awarded for a *real* 'integrated course', practical work and theory combined (as in medical education), not—which is all library schools offer today—an entirely theoretical course with a few weeks hanging about unfamiliar libraries.

This year library schools are rejecting excellent male applicants with three 'A' levels, from libraries, but are (reputedly) provisionally accepting girls still at school *taking* as few as two 'A' levels in June. Why? A firm statement is overdue from A.B.L.S. on the schools' admission policy. The letter from its Secretary vaguely suggesting joint recruitment in the February 1964 *L. A. Record* is of extremely limited application, and some individual library school directors appear from their actions to have views very different from those expressed there. If they would *say* they regard library experience as a handicap we would at least know where we stand.

Fortunately, prospects for students rejected by library schools are not so hopeless as has been made out—natural selection will sort out good from bad. The hurdle is that Part I (with wide subject-range) must be passed all at once. Study of pronouncements on the new examinations' standards and scrutiny of syllabuses and specimen questions reveal that this will not be impossible, for *determined* candidates with good brains and senior staff prepared to coach them and give varied experience in good libraries. After a year or two, at 19 or 20, with Part I passed they will be qualified for A.P.T. 1/2—enough to keep them whilst picking off Part II paper by paper over three to six years, getting them the A.L.A. and A.P.T. 3 at 23 to 27. This is a last resort, for library school rejects *only*, and depends heavily on working in a library with training facilities. As the normal entry method becomes from school to library school, people so placed—of whom there now appear to be a good many (is the A.A.L. finding out *how* many?)—will become progressively fewer, but there will always be some who prefer trying out librarianship to see if it suits them—thereby, it seems, probably debarring themselves from library schools.

A 'certificate' for non-professionals has long been discussed (and staved off) by the L.A., which has now asked the A.B.L.S. to provide it, though the assistants concerned will be just those who do *not* go to library schools! We would then have the schools' students being externally examined by the L.A. and the schools examining people who are *not* their students! If the L.A. does not want this job, it should, for public library assistants, be done by the L.G.E.B.—one such certificate, confined to practical knowledge of routine processes, could *not* usefully be applicable to all types of library. The obvious body to provide a certificate for *special* library assistants is A.S.L.I.B.

As from 1965, library schools are to internally examine for Part I—the L.A. is, wisely, at present keeping Part II (the real qualifying examination) in its own hands. Many library school lecturers have unbelievably naïve ideas on the *organisation* of examinations, thinking all that is involved is straightforward elaboration of existing terminal tests. It is about *practicalities* rather than principles that those who have doubts about internal examining are worried. Why are library schools unwilling to learn by the long experience of examining of both the L.A. and universities? Professional associations all over the world regard the L.A. as a model for organising examinations with level and fair standards applied to hundreds of candidates in dozens of places. University teachers are not too proud, as (it seems) are library schools, to collaborate with external examiners to get authority and depth in their examining. Library schools' external examiners should obviously be appointed by the L.A., whereby both organisational and academic standards would remain beyond question and the doubts felt by many allayed.
L. G. LOVELL, F.L.A., *Chief Librarian, Rotherham.*

(2)

Professional education has moved increasingly towards full-time study, and the advent of the new syllabus seems certain to accentuate this trend. It seems likely, too, that the schools of librarianship will recruit a large and increasing number of their students direct from the sixth forms. These developments are not necessarily undesirable in themselves, but they do seem to necessitate new ideas and attitudes within the profession.

One consequence of this new pattern will be a lower age of qualification. Especially, since the award of Fellowship will be by thesis, librarians will have completed formal study at a younger age than has heretofore been usual, and will have 35–40 years of active professional life ahead of them after completing their examinations. Putting the case another way, the professional librarian aged 50 will have completed his formal studies 25–30 years ago. Whilst we should not exaggerate this point, it does, nevertheless, represent a change which will require a new approach. It will be desirable to provide a range of refresher courses to assist qualified librarians to keep abreast of new ideas and developments. These courses should probably be organised on a residential basis, and local authorities should be encouraged to contribute to the expenses of members of their staffs attending—if necessary, N.A.L.G.O. should be asked to negotiate an amendment to paragraph 8 of the *Scheme of Conditions of Service*. The A.A.L. would be a most suitable body to organise such courses.

The new pattern of recruitment and qualification seems likely also to require much more provision of systematic in-service training for professional staff. Libraries recruiting staff from the library schools will secure staff with a good theoretical knowledge but little practical experience, expecially of an administrative nature. It will be for the libraries recruiting such staff to draw up a suitable programme of in-service training, and it might be possible for larger authorities to appoint ex-students initially to professional-trainee posts. Smaller authorities might find it desirable to carry out such in-service training co-operatively.

Another implication of the developing pattern of recruitment and qualification is the inevitability of a real division of staff into professional and non-professional: many libraries pay lip service to this idea, few have really

faced its implications. We shall have to accept that, in the long run, we are going to recruit junior non-professional staff who will carry out purely clerical duties, and that the principal qualities we shall look for in potential recruits will be common sense and a pleasant manner. There is talk of providing for such recruits courses of study leading to a Library Assistant's Certificate, but it seems to me that, at least in a public library context, this idea is misconceived. There is, inherent in such a proposal, a real danger of dilution of our professional qualifications; nor does it seem possible to devise a useful syllabus which would not include neo-professional subjects outside the scope of a syllabus designed for non-professional staff. The knowledge which would be useful to such an assistant and valuable to their employer would be of routines, the majority of which would be peculiar to their own system. I am convinced that any training or study required would best be provided on an in-service basis.

Probably the most important issue in professional education, in view of the present trend towards full-time study, is that of the relationship between the profession, represented by the Library Association, and the schools of librarianship. The situation in the past has been one of a divorce between the two, and it is clearly undesirable to perpetuate such an unhealthy situation. However, we must at the same time retain for the profession the control over education and admission to the professional Register which in the past it has exercised through recruitment, syllabus and examination. All these objectives can best be achieved by devising schemes for co-operation within these fields.

With the advent of admission to the schools straight from the sixth forms, and assuming a relatively low rate of failure in the examinations, it is clear that admission to a school of librarianship is a large step towards admission to the profession and to the Register. In the light of this situation, the system being pioneered in some schools whereby practising librarians have been invited to serve on interviewing panels seems to be a fruitful idea which is worth extending into an accepted practice. But we should not lose sight of the fact that the really important issue is the control of the examinations, and the control of the syllabus which accompanies this. If, as is the case, admission to the Register is granted largely for success in an examination, it follows that effective control over admission to the Register is vested in the body which controls the examination, and that the question of who actually awards the diploma is irrelevant. Moreover, it is difficult to conceive of a *national* qualification without a *national* examination: if election to the Register were to be granted for success in any one of a number of different examinations one would have, in effect, a number of different qualifications. It seems to me, therefore, that the idea of a national qualification is incompatible with that of internal examining by individual schools, nor do I think that an efficient scheme of internal examining can be worked out which would still preserve for the Library Association an effective measure of control over the examinations. I believe that what is needed is an examination set by a Board of Studies composed of representatives of the Library Association and of recognized schools. This would at once permit the schools to have an effective share in examining, preserve effective professional control over the examination and retain a national qualification.

It is clear that professional education is at an important stage of development, and that the precise direction of its development is still open to influence. This is an issue of the greatest importance for all of us and one which deserves our close attention. It would be a tragedy if it were to develop in a wrong direction because of apathy by members of the Association, especially if those members were also members of the A.A.L.

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It is not really possible to talk about a system of education without first establishing who is being educated. Librarians at present are recruited at two stages—the school leaver and the graduate. Two types of educational programme must therefore be designed for the two kinds of student. The Library Association in producing its new system of professional examinations does not appear to have faced this problem. Instead, it has chosen to produce a system tailored to the needs of the non-graduate. The syllabus for the Part I and Part II examinations is unquestionably better than the previous syllabus, but it seems unfortunate that a professional body should continue to ignore the special needs of its more highly qualified recruits at a time when the supply of graduates is increasing.

The new system of professional education supposes a two-year course at library school. The first year—logically enough—is the 'core' course, the basic material or 'what every well-trained librarian needs to know'. The second year allows specialisation with a very wide range of alternatives. The graduate is thus, since he is exempted from the first-year course, plunged into specialisation without having studied the basic material. One does not envy the library schools who will, of course, be obliged to teach this type of student the rudiments of his specialisations in a one-year course.

A comparison of the syllabus with a postgraduate course offered by an American library school is instructive. For example, Western Reserve University makes all its postgraduate students in library science take courses in history of books and libraries, administration, information sources and services, materials selection, organisation and cataloguing. In addition, students must study a more specialised aspect of librarianship. However, by judicious selection of options, it is quite possible for a candidate for the L.A. Part II examination never to study some of the basic techniques of librarianship such as cataloguing or classification. The qualification resulting from a training of this kind cannot be regarded as much of a guarantee of professional competence.

The number of university library schools is slowly increasing. London has been joined by Sheffield and a school is soon to be established at Queens University, Belfast. The number of places offered will not be enough to accommodate all the graduates wishing to enter the profession, and there would seem to be an urgent need for the creation of a special L.A. syllabus for a one-year course for graduates which the established non-university library schools could offer. This would no doubt mean problems for them—perhaps not as many as might be imagined, since much of the material would resemble the Part I course.

Since I have concentrated almost entirely on the needs of graduates I should like to conclude with a plea for an examination at a level similar to the present Entrance examination leading to some sort of Library Assistant's Certificate.

It is sad—but understandable—to find that moves to introduce such a certificate have been resisted by public librarians who fear its acceptance by local authorities at a higher value that it warrants and its use to employ a lower-paid employee in a professional position. Obviously there is still a great deal of missionary work to be done with local authorities. However, many junior assistants benefited from the course leading to the Entrance Examination and for those who do not intend to undertake advanced professional education it would seem that some sort of substitute to Entrance should be provided. The examination is of less importance than the course leading to it, but the issue of a certificate would seem to act as a necessary 'carrot'.

To summarise, the developments in professional education I hope to see are: a special L.A. syllabus for graduates; more university library schools; a Library Assistant's Certificate. The only one of these developments I feel sure to see is the second.

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A.A.L. Publications

The following are obtainable from J. S. Davey, F.L.A., 49 Halstead Gardens, London, N.21, to whom all enquiries should be addressed.

BENGE, R. C. Bibliography and the provision of books. 1963. 30s. (20s.)
BINNS, N. E. An introduction to historical bibliography. 2nd ed. 1962. 40s. (30s.)
CLOUGH, E. A. Bookbinding for librarians. 1957. 30s. (20s.)
CORBETT, E. V. The public library and its control. 1962. 18s. (12s.)
COTTON, G. B., and GLENCROSS, A. Cumulated Fiction Index, 1945–1960. 80s. (60s.)
GARDNER, F. Sequels. New edition. 21s. 6d. (18s. 6d.)
HOLLIDAY, S. C. The reader and the bookish manner; illustrated by G. W. Harris. 1953. 3s. 9d. (2s. 9d.)
SAYERS, W. C. B. First steps in annotation. 1955. 2s. 9d. (2s. 3d.)

A.A.L. Guides to Professional Examinations:

The Final Examination:
- Part 1. Bibliography and book selection. 2nd ed. 1959. 8s. 6d. (7s.)
- Part 2. Library organisation and administration; with 2c. Special libraries and information bureaux. 2nd ed. 1961. 8s. 6d. (7s.)
- Part 3a (iv) and (v). English literature, 1780–1900, and English literature, 1900 onwards. 1956. 4s. 9d. (3s. 9d.)
- Part 4c. Advanced classification and cataloguing. 1956. 4s. 9d. (3s. 9d.)
- General introduction to the examinations and methods of study. 1955. 4s. 9d. (3s. 9d.)

The Primer Series:

NORRIS, D. A primer of cataloguing. 1952. 9s. (7s. 6d.)
PHILLIPS, W. H. A primer of book classification. 5th ed. 1962. 18s. 6d. (12s. 6d.)

The Reprint Series:

CRANSHAW, J. Cutting catalogue costs to 50 per cent. 10d. (8d.)
JENKINS, R. Paper-making in England, 1495–1788. 1958. 4s. (3s.)

(Prices to members are given in brackets.)

The most important point is that designating the library authorities. This will obviously do much towards improving the standard of existing large and new libraries, but does nothing to enforce raising the standard of existing small ones. Obviously some central control and standardisation is needed, expecially since future demands on libraries will be even greater with the expansion and revision of our educational system. But it is questionable as to whether the Minister of Education is the right person to be entrusted with this task. Is there not a danger that too much emphasis may be laid on the educational role of public libraries, which, although considerable, is not the only interest involved?

The setting up of regional councils for inter-library co-operation and the improvement of the National Central Library are proposals which cannot be neglected in a Bill of this kind, and it pays due attention to their importance. But how can the service improve, as it will have to to cope with the increased demands which will be placed on it, unless the techniques available to it also improve? This is only possible if the Government awards grants to further research in this field. Such grants would make possible the setting up of committees within the Library Association to enquire into, and act on their discoveries in such fields as classification, cataloguing, and the use in libraries of such mechanical aids as computers. Of course, the first two are already being done, but the Classification Research Council is run on a voluntary basis, and if money were available for these purposes then perhaps more could be done, more quickly.

It is, of course, notoriously difficult to obtain interest and support from Parliament for anything of a slightly 'cultural' nature, and it is only comparatively recently that they have become aware of the extremely large part that libraries can and do play in education.

From their very beginnings public libraries have owed their existence and improvement to the effort and determination of individuals, and it is time more of these were forthcoming. The apathy of the majority of the public to libraries may be in some way due to the apathy of librarians themselves, who seem to live in a world apart and for the most part show little public concern for the fate of public libraries. There are, of course, a few exceptions, but it is a pity that more people do not follow their example in trying to make the future of libraries as important as it should be. Admittedly the man in the street may not hold library provision to be of breathtaking importance, but this is perhaps the fault of libraries who have failed to make their services either efficient or well publicised.

Librarians don't seem to really care what happens in the library service as a whole, as long as their particular branch of it can boast a bigger issue in this year's annual report than in last years.

In countries such as this which can boast of such a high standard of education, libraries are of the first importance, and it is a great shame that no one seems to be sufficiently interested in their improvement, and when improvements are made they are so slow in coming, and so un-revolutionary in character as to be hardly worth the waiting.

SYLVIA L. HEATHFIELD.

Students and the A.A.L.

Mr. Surridge's paper (*Assistant Librarian*, January 1964) raises many issues of current interest, but one which will be of great interest to library school students is the relationship between the A.A.L. and those who are receiving full-time educa-

tion under the new arrangements and syllabus. Much has been appearing in the professional press about the new syllabus and particularly about the new entrants who have had little or no practical experience. However, it is the librarians who have been doing the writing, either praising and accepting the syllabus, or criticising it, or even rejecting it. Naturally the new entrants themselves have contributed little to the profession, least of all in print, but it is time they made their opinions known.

Doubts may have occurred in students' minds about what kind of reception they will get when they leave library school. For this reason it is good to see Mr. Surridge advocating that the A.A.L. should 'welcome our newcomers properly into our midst'. This is of prime importance, for if an undivided profession is the aim, it is essential that the new students see that they have an energetic and inquisitive association to be members of an organisation which not only is interested in them but also, more importantly, actively encourages their participation in its affairs.

It may be said that I am showing ignorance of the efforts being made by the A.A.L., but I think the present situation can be improved. Mr. Surridge suggests a Student Council within the A.A.L.; this is certainly better than an Association of Library Students (see G. Pulham, *Library Association Record*, November 1963, and P. G. New's sensible reply, *L.A.R.*, January 1964), but it does not go far enough or, rather, it aims in the wrong direction. The student and the young librarian are exhorted to be professionally 'alive' and to make direct contact with A.A.L. activities; but, for reasons of geography and transport, far fewer attend meetings than might be expected to, or even would like to. The answer is obvious: let the A.A.L. go to the schools; two or three Divisional meetings on the premises would suggest to students that the A.A.L. is interested in them and wants to know them. If, as Mr New suggests, the A.A.L. has energy to spare, here is one way of using it.

Of course, I shall be accused of wanting the students to be spoonfed; but it seems perfectly reasonable that they should be given clear-cut encouragement in this way, by their own professional organisation, resulting in closer ties between the Divisions and the students.

In this way, I think, we would have the machinery for the increased student activity that Mr. Surridge clearly wants when he says 'there is little provision for the student librarian in our Divisional structure at the moment'. It may be that a Student Council within the A.A.L. would emerge, and time would show whether the students needed one or not, but it would be best to build it on previously laid foundations, not hopefully and *in vacuo*.

A further way of bringing the new entrants closer to their profession is the fostering of personal contacts with all kinds of libraries. This has already happened where students have had the opportunity of working in a library for a preliminary term, and where librarians outside the schools are helping to give tuition to students. Beyond this, for example, a general invitation might be extended to students of a library school in the area to attend staff guild meetings of local libraries. There is already a case of this happening in the London area; it is this kind of generosity and co-operation that can contribute to closer understanding by libraries of the work of the schools, as well as to a feeling in the students themselves that practising librarians are interested in the education of the new generation.

My point is this: students are entering librarianship who have had little previous knowledge of it; they are told the profession must work toward unity and the pricking of public complacency and ignorance; they are told they should

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take part in this work. A few moves in the direction I have indicated would do much to show to the student who cares *where* the profession is and *who* it is.
STUART A. BREWER, *North-Western Polytechnic School of Librarianship.*

ISAR EXPOUNDED: a review

BECKER, J., *and* HAYES, R. M. Information storage and retrieval: tools, elements, theories. *John Wiley & Sons Inc.*, 1963. 448 p. 90*s*.

Literature on information storage and retrieval constitutes, to my mind, one of the major reasons for the 'literature explosion'. There are numerous conferences and symposia, most of which result in publications, and the report and periodical literature is so great that any minute now someone is going to write a paper on 'An information storage and retrieval system for information storage and retrieval literature'. (By the way, if the acronym 'maser' can become generally accepted as the word for Molecular Amplification by Stimulated Emission of Radiation, why not 'isar', pronounced 'ice are', for you know what? I shall be using it in future). In spite of the tremendous output in the field, one rarely comes across a comprehensive textbook which covers the entire field and this book is particularly welcome for that reason.

It is based upon a course developed by the authors and run over a number of years at UCLA (the University of California at Los Angeles). Its purpose is 'to provide an overview of all the aspects of the field and how they relate to each other . . . guiding the newcomer through the maze of scattered development that has characterised the early growth of this field'. Note that it is intended for the 'newcomer' and not the 'beginner', the intention being to provide those with knowledge of one aspect of the subject with background information on the others: so that 'librarian can speak unto systems designer' and vice versa.

The book's subtitle is composed of its section headings: Section I, tools, outlines the various methods which have been adopted to organise information, from the librarian's catalogues and classification schemes, through more recent indexing systems, to the use of punched card accounting machines and computers. The section occupies a little more than half of the book, which gives some idea of its scope, and it is refreshing to find thoughtful treatment of classification schemes in a work of this kind.

Section II, elements, is concerned with showing 'the main areas of difficulty and the relationships among those groups concerned with their solution . . . [and] how the tools and techniques developed by each group can be brought to bear on the development of a particular information system'. The authors consider the responsibilities of each participant in a system; the user, the operator, the designer and the supplier; the elements of usage, organisation and equipment; and the parameters of a system. This last part, however, concentrates solely upon computer components and gives no parameters for catalogues and indexes, nor for the various punched card systems.

Section III, theories, describes the 'mathematical tools which can relate quantitatively the results from each of the contributing groups', in order to 'provide a theoretical foundation on which the information system design can be built', and it is, I feel, the least satisfactory section of the three simply because it tries to do too much. However, it does show how such mathematical concepts as Boolean algebra and matrix theory can be used in the design of isar systems, and I

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am sure that many will be pleased to know that 'facet analysis can be regarded as the decomposition of the lattice describing a given vocabulary into the logical product of the lattices describing each facet'. Try blinding the examiners with that!

In conclusion, the work is useful for anyone wishing to get to grips with the various sub-fields of isar. At 90s. it is no students' textbook, but should be available as a reference tool. There are numerous and recent references in every chapter, the index is detailed and mis-prints are infrequent.

TOM WILSON, *Assistant Lecturer, Newcastle School of Librarianship.*

BUILDING BRANCHES: a review

THE DESIGN OF SMALL BRANCH LIBRARIES: a brief prepared for use in the County Architect's Department in collaboration with the County Librarian. Nottinghamshire County Council. 1963. (Available, price 2s. 6d. plus postage, from: The County Librarian, County Hall, West Bridgford, Nottingham.)

This booklet deserves a warm welcome from both the practising librarian considering new branch libraries and the student seeking practical material on the subject. Whereas most textbooks on planning treat the subject in necessarily fairly general terms, this brief deals very adequately with the practical aspects of the subject in a clear and concise manner. It is the result of many discussions between librarians and architects concerned in the planning of eight branches in Nottinghamshire since 1960. In this, its final form, it appears as a brief for the architect faced with the project of designing a new library. The County Librarian, in the introduction, points out how necessary it is for the librarian to have thought out clearly the functions of his library. That this has been done is apparent from the practical ideas and suggestions which are included.

The fourteen pages of text deal with basic items such as stock, adult and junior lending areas, the reference and exhibition area and the various back-room sections in a straightforward manner, enabling the architect to obtain a clear picture of the functions of the building he has to design. Of unusual interest is the section on the reference and exhibition area. Any librarian who has visited recent Notts County branches must have been struck by the possibilities for varied work using these areas.

The ten pages devoted to fourteen diagrams illustrate clearly the text they accompany.

Four appendices on desks and shelving, floor and wall finishes and lighting complete the work.

Although the text is printed in a very small-size type it is not too hard to read, as the printing is very black and the pages are well laid-out. The lettering on some of the diagrams is, however, somewhat difficult to read.

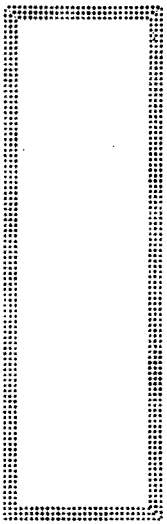
Perhaps the success of this publication may encourage other authorities to produce similar useful compilations.

ANDREW ARMOUR, *Cambridge Public Libraries.*

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The Assistant Librarian

Official Journal of the
Association of Assistant Librarians

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THE ASSISTANT LIBRARIAN

Official Journal of the Association of Assistant Librarians
(Group of the Library Association)
Editor: Peter D. Gann. *Associate Editor:* Tom Wilson
Central Library, The Priory, Church Hill, Orpington, Kent

Vol. 57 No. 5 May 1964

EDUCATION FOR LIBRARIANSHIP—THE FUTURE

The past few years have been years of considerable activity in the field of professional education, and there are signs that this activity will continue for some time. The L.A. has reorganised its syllabus, is working on a separate graduate syllabus, and intends to grant internal examining rights to those schools which meet its standards. The question which ought now to be asked is: 'What next?' J. C. Harrison, writing in *Library Trends* for October 1963, puts forward one possible answer to this question. After surveying the development of education for librarianship in this country, he concludes: 'The schools themselves . . . speeded up the process through which they themselves will soon be forced to abandon their position as the principal agencies of library education. . . . . The higher professional positions . . . will inevitably and increasingly be reserved for the university graduate who has acquired his professional qualifications at a post-graduate library school.' What then happens to the present schools? These will be concerned with '. . . the training of the many members of the ". . . solid, respectable, grammar-school educated secondary echelon . . ." who will still be required to fill the professional positions of an intermediate or "middle" status . . .'.

Sociological prophecy is a much more hazardous business than the technological variety, but there are even now signs that Harrison is right. We shall shortly have three university schools: London, Sheffield and Belfast: it seems likely that the Scottish School will become part of the University of Strathclyde, and a new school at Aberystwyth may be located within the university campus, and although independent to begin with will have an obvious course of development. To these developments must be added the Institute of Information Science course at the Northampton College of Technology, directed by J. Farradane and aided by a D.S.I.R. grant. I understand that two courses of a similar nature to this are under consideration at Colleges of Technology at Bristol and Loughborough. In fact, the L.A. syllabus needs little amendment to make it identical to the I.I.S. syllabus, so why did D.S.I.R. ignore the present schools of librarianship? One answer is that the majority of our schools are in colleges of commerce which lack the magic words 'science' or 'technology' in their names and which are therefore so far down the educational hierarchy that Robbins virtually ignored them, and mentioned professional education about twice, evidently not regarding it as truly 'higher education'.

Is the development visualised by Harrison inevitable then? I, for one, hope not, because I believe that the separation of different grades of professional in

the educational system is as undesirable as the separation of professional and non-professional duties is desirable, and rather than separating the upper and middle grades they ought to be run concurrently in the same institution. The development at Belfast shows that this is not incompatible with university teaching, and the L.A. should now be pressing for just this. The transfer of the library schools to institutions of higher education—the universities and the CATs—is essential for the continued improvement of the profession, only then will bodies with research funds available, such as D.S.I.R., take an interest in our activities. It is time that the L.A. moved in this direction and time that the A.A.L. started pushing it to do so. T.D.W.

DIVISIONAL NEWS

Bristol and District, and Greater London Divisions

Link's Editor, P. Jones, of Bristol Public Library, is to be congratulated on the publication of his 'London Letter', the first of an experimental series. Number 1, in the February 1964 issue, was contributed by Simon Francis, Deputy Librarian of the Metal Box Co., who met the Editor of *Link* at the North-Western Polytechnic School of Librarianship. Among its contents is a report of the G.L.D.'s A.G.M. and John Calder's talk on Censorship, which appeared a month before the report in *The London Librarian*.

Mr. Francis does not present an *attractive* picture of London as the magnet of the south-east. He points out that, of the twenty-eight Metropolitan boroughs, only five have Telex, and three National Lending Library agents do not have it; seven have no photo-copying facilities and eleven no apparatus for reading microtext, and concludes: 'So be warned and make a few enquiries before moving up to the Great Wen'.

Kent Division

Jean Plaister is so well known as Secretary of the A.A.L. that one sometimes forgets that she is also Director of the S.E. Regional Library Bureau. *Kent News Letter* for February reports a talk given by Miss Plaister to a meeting at Bexleyheath on the work of her Bureau. Of particular interest is the experiment for recording limited locations in the Union Catalogue to save the waste of entering a large number of locations one year, only to withdraw them in a few years' time. Only twenty locations will be recorded for each title. B.N.B. will help the Bureau by reporting which B.N.B. cards are ordered by ten large libraries. However, as only 45 per cent of the titles added each year are in B.N.B., it will still be necessary to use traditional slip circulation methods in addition.

Liverpool and Manchester Divisions

North Western Newsletter, the journal of the N.W. Branch of the L.A. and the two A.A.L. Divisions, reported in March that Mr. J. F. W. Bryon, Borough Librarian of Eccles (and one time editor of *The Assistant Librarian*), has been appointed to the newly created General Advisory Council of the Independent Television Authority. Mr. Bryon was interviewed on his appointment on Granada T.V. on 9th January.

Although he was defeated at the L.A. Council elections recently, Mr. Bryon's

time will not be his own very much this year. Apart from the I.T.A. job and his 'Cosmographia' column in the *Library World*, he is this year's President of the N.W. Branch, and an appreciation of him by his ex-Beckenham colleague, E. T. Bryant, Borough Librarian of Widnes, is the main feature of the March *Newsletter*.

(Names and addresses of editors: P. Jones, A.L.A., Editor, *Link*, Central Library, College Green, Bristol 1; Miss J. K. Page, A.L.A., Editor, *Kent News Letter*, County Branch Library, Coldharbour Road, Northfleet, Kent; J. G. McPeake, F.L.A., Editor, *North Western Newsletter*, 23 Kingsway West, Chester.)

AN APOLOGY

The Editor wishes to apologise for an administrative error, whereby certain libraries were mentioned by name in the Report of the Paperbacks Committee, published in the March issue of the *Assistant*. It is normally the rule that answers to questionnaires sent out by the A.A.L. are treated as confidential, even if no statement to that effect is included in the questionnaire, and only generalised conclusions published. Apologies have been sent to the libraries concerned.

GET YOUR THREE YEARS IN

Students are reminded to join the Library Association as soon as possible, as under the new syllabus they must have at least three years' membership of the Association before they can become Chartered Librarians. They are also urged to opt for membership of the A.A.L. at the time of joining; this does not involve any extra payment and ensures membership of the Group which represents students' interests.

'THE ASSISTANT LIBRARIAN'

is supplied free of charge to all members of the Library Association who have opted (at no extra cost) to belong to the Association of Assistant Librarians.

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A. G. W. Boggon,
Town Clerk.

ASSOCIATION OF ASSISTANT LIBRARIANS
ANNUAL GENERAL MEETING

To be held on Tuesday, 2nd June, 1964, at 7 p.m. in the Lecture Hall, Central Library (Southgate Street entrance), Oldham.

AGENDA

1. Minutes of the previous meeting, held at Chaucer House, London, on Wednesday, 3rd July, 1963.
2. To receive the Annual Report of the Council, including the Annual Report of Honorary Treasurer and Honorary Auditors for the year ended 31st December, 1963.
3. The retiring President (1963), R. G. Surridge, F.L.A., will formally hand over the office of President to John Hoyle, F.L.A.
4. To nominate and elect two Honorary Auditors who, in accordance with Rule 5(b), may not be members of the Council.
5. Any other business.

JEAN M. PLAISTER, *Hon. Secretary.*

A copy of *The Assistant Librarian* for May 1964 should be brought to the A.G.M.

The Presidental Address by John Hoyle, F.L.A., will follow the A.G.M.

PROGRAMME

Should there be sufficient demand, Manchester Division will arrange a coach trip to HAWORTH PARSONAGE on the afternoon of Tuesday, 2nd June. It is proposed to leave St. Peter's Square, Manchester, at 2.30 p.m. and return direct to Oldham in time for the Annual General Meeting. There are facilities for having tea in Haworth. The fare will be approximately 5s. 6d.

Please will you inform Miss J. M. Ayton, B.A., A.L.A., Central Library, St. Peter's Square, Manchester 2, as soon as possible and NOT LATER THAN MONDAY, 25th MAY, if you wish to join the party.

ASSOCIATION OF ASSISTANT LIBRARIANS
(Group of the Library Association)

68th ANNUAL REPORT
for the year ending 31st December, 1963

The year 1963 was a most significant one for the A.A.L. The fundamental changes in library education were finally agreed, and these changes, together with the alterations in the structure of the Library Association which have already taken place, will have far-reaching effects on the Association. The A.A.L. still has a vital part to play in speaking to and for the younger librarian, and in 1963 consideration was given to the lines along which the Association should develop in the future.

A Committee to consider the aims and functions of the Association was set up in October 1962. (It will be remembered that the recommendations of the Reorganisation Committee were not approved at the 1962 Annual General

Meeting on the grounds that insufficient time was allowed for their consideration.) After a critical examination of the purpose of the Association the Special Committee produced a draft report. This was printed in the August issue of *The Assistant Librarian* as 'Policy for progress', and members of the Association were invited to comment. The A.A.L. Council, in September, considered the implications of 'Policy for progress' and a revised structure for the Association. It is hoped that the completed document embodying policy and structure will be issued to members in February 1964 in *The Assistant Librarian* and presented to the Annual General Meeting in 1964.

Although concerned with the future, the A.A.L. did not neglect the problems of its members caught in the educational 'pipeline' by the introduction in 1964 of the new syllabus. Council re-affirmed its support of the new syllabus and the decision to provide no correspondence courses for the new examination, but agreed to the sale of Registration correspondence course notes, extended revision courses and Divisional revision schools in the Autumn. Further help will be given to transitional students if required. On evidence received from Divisions and individual members, the President and Honorary Secretary wrote to the Library Association in 1963 suggesting that the Registration examination be allowed to continue for a further two years, running parallel to the examinations under the new syllabus. They were informed that recent changes in the Library Association byelaws and organisational problems made such an extension impossible. Later it was found that these difficulties could be overcome, and in July the A.A.L. Council agreed to an amendment to Mr. Bebbington's motion to the Library Association Annual General Meeting which would have allowed students who had passed at least two parts of the Registration Examination in or before December 1963 to sit two supplementary Autumn examinations in 1964 and 1965 relating to the present Registration syllabus. This amendment received a majority vote, but not the two-thirds majority required to change the byelaws and the motion was lost.

As a guide to the future, the most important event in 1963 may have been the United States Study Tour. In October, the largest party of librarians ever to leave this country spent two weeks in the United States under the auspices of the A.A.L. This trip, arranged in co-operation with the American Library Association and the Special Libraries Association, enabled 137 British librarians to see for themselves some of the library services of the United States and the American way of life. The success of this tour, and the impact it made in the United States and amongst our own members, suggests that it will be the first of many tours for younger librarians. The visit to this country by American librarians, planned for 1965, may also be the first of many visits made to this country by younger librarians from overseas.

A highly successful Weekend School was held in April at Seale Hayne Agricultural College, Newton Abbot. The theme 'Systematic Book Provision in Public Libraries' was expounded by Mr. A. W. McClellan, A.L.A., Tottenham. In three lectures he outlined a scientific and modern theory of book selection which is worthy of considerable study. Mr. McClellan will review the material and it will be published by the A.A.L.

The A.A.L. was invited to provide a speaker for the session of the Library Association Conference entitled 'Public Libraries in the '70s'. Mr. Frank Hatt delivered a stimulating paper, which provoked comment, if not always agreement from those present.

In an endeavour to stimulate interest in the A.A.L. National Election, a special

election number of *The Assistant Librarian* was published. Election manifestos and photographs of those standing for election as National Councillors and Honorary Officers were included.

Following the Conference at Stoke Rochford in 1962, the A.A.L. set up a Committee to survey the use of paperbacks in libraries. The Committee reported in September, and the results of the survey will be published in *The Assistant Librarian.*

Representations were made to the Library Association Council concerning a number of topics during the year, including the services and functions which should be provided in the Library Association's new headquarters. A special meeting of the Executive Committee was held to consider the many suggestions sent in by Divisional Committees, and these, together with the comments of Council, were forwarded to the Library Association.

It is a tradition of the A.A.L. that the President visits each Division during his year of office. This year, Mr. Surridge has attended meetings, conferences and weekend schools up and down the country carrying the Presidential flag to every assistant. He has set a precedent which subsequent holders of this office will find hard to emulate.

Financially, the greatest advance made during the year was in the field of capitation grants to the Divisions. After a period of several years when the grants made to the Divisions were less than the amounts requested, 1963 was a year in which rising costs and new activities in the Divisions were recognised. The expenditure of £1,350 per annum for this purpose during the last two years was accordingly raised to £1,600.

The Executive Committee held a special meeting in August. At the four meetings of Council held during the year the following attendances were recorded: *President* R. G. Surridge, F.L.A., 4; *Vice-President* John Hoyle, F.L.A., 4; *Past President* Godfrey Thompson, F.L.A., 3.

National Councillors

W. S. H. Ashmore, F.L.A., 1; D. J. Bryant, F.L.A., 4; Graham Crowther, F.L.A., 3; Dean Harrison, M.A., F.L.A., 3; Michael Hughes, F.L.A., 3; J. H. Jones, F.L.A., 3; Miss M. E. Liquorice, F.L.A., 3; A. G. Pepper, F.L.A., 3; P. W. H. Pickup, F.L.A., 3; G. E. Smith, F.L.A., 3; T. D. Wilson, F.L.A., 4.

Divisional Representatives

Bristol: Mrs. D. K. Robertson, A.L.A., A.N.Z.L.A., 3, Miss B. M. Sanders, A.L.A., 4; *Devon and Cornwall:* B. J. Chase, A.L.A., 1, T. Maughan, A.L.A., 2, C. P. Stone, F.L.A., 1; *East Midland:* A. H. Coles, F.L.A., 4, S. C. Dean, F.L.A., 3; *Eastern:* J. W. Lendon, A.L.A., 1, F. D. Sayer, A.L.A., 3; *Greater London:* Eric Brandreth, A.L.A., 4, P. M. Caldwell, A.L.A., 3, A. O. Meakin, F.L.A., 1, J. Saunders, 1, A. P. Shearman, F.L.A., 4, L. J. Taylor, B.A., A.L.A., 1, K. J. Thimbleby, F.L.A., 2, Miss P. A. Trevett, A.L.A., 4, Miss S. A. Wilson, A.L.A., 1, Michael Yelland, B.A., A.L.A., 3; *Kent:* P. D. Gann, F.L.A., 2, M. J. Ramsden, B.A., A.L.A., 2; *Liverpool:* G. T. Evans, 1, A. J. Griffiths, F.L.A., 2, Miss S. M. Pinches, A.L.A., 1; *Manchester:* Miss S. J. Lowe, M.A., A.L.A., 4, Miss J. M. Ayton, B.A., A.L.A., 3; *North-Eastern:* Miss M. B. Quin, 1, T. M. Featherstone, F.L.A., 4, N. W. Wood, A.L.A., 3; *North Wales:* J. R. V. Johnstone, M.A., A.L.A., 4; *Northern Ireland:* Miss E. K. Madill, B.A., D.P.A., A.L.A., 4; *South Wales:* D. J. Thomas, A.L.A., 4; *Sussex:* J. F. Saunders, A.L.A., 4; *Wessex:* D. G. Dine, A.L.A., 1, L. A. Duffner, A.L.A., 2, A. G. Pepper, F.L.A., 1; *West*

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Midland: J. R. Dean, F.L.A., 4, J. C. Haywood, F.L.A., 1, F. A. M. Milligan, M.A., A.L.A., 2, Miss L. E. Grainger, A.L.A., 3; *West of Scotland:* Douglas Dunn, 1, J. Galbraith, 1, F. J. Guthrie, A.L.A., 2, P. M. Rice, A.L.A., 1; *Yorkshire:* Geoffrey Hare, A.L.A., 2, D. S. Thornton, A.L.A., 1.

Co-opted
A. Bill, F.L.A., 1; P. G. New, B.A., F.L.A., 3; J. M. Orr, F.L.A., 3; W. M. Watson, F.L.A., 4.

Honorary Officers
Treasurer (to 30th April, 1963): A. Bill, F.L.A., 1; from 1st May, 1963: W. S. H. Ashmore, F.L.A., 3; *Editor:* P. R. Labdon, F.L.A., 4; *Publications Officer:* Geoffrey Langley, B.A., F.L.A., 4; *Membership Secretary:* D. R. Bartlett, M.A., A.L.A., 4; *Education and Sales Officer:* J. S. Davey, F.L.A., 4; *Films Officer:* W. F. Broome, F.L.A., 3; *Conference Secretary:* Roy Oxley, A.L.A., 4; *Assistant Sales Officer:* V. F. Cowmeadow, 4; *Secretary:* Miss J. M. Plaister, B.Sc., F.L.A., 4.

The President, Mr. R. G. Surridge, F.L.A., conducted the meetings of Council with skill and enlivened them with wit and humour. He also encouraged new and younger members to take an active part in the proceedings.

Council recognised the long and distinguished services to the Association of a Past-President (Mr. W. H. Phillips, F.L.A.) by electing him an Honorary Fellow of the Association. During the year Mr. G. E. Smith, F.L.A., a National Councillor for a number of years, and Mr. Godfrey Thompson, F.L.A., the Past-President, resigned on obtaining new appointments.

As Membership Secretary, Council welcomed Mr. D. R. Bartlett, M.A., A.L.A. Mr. John Hoyle, F.L.A. who had been an active and able Honorary Secretary since 1960, resigned at the end of 1962 and was succeeded by Miss J. M. Plaister, B.Sc. (Econ.), F.L.A.

It was with regret that Council received the resignation, for personal reasons, of the Honorary Treasurer, Mr. A. Bill, F.L.A., at the end of April. Although Treasurer for a relatively short period, Mr. Bill's approach to the financial affairs of the Association made a considerable impact; and by providing in his estimates for increased capitation to Divisions and a research grant, he may have set the pattern for the future. The vacancy created by Mr. Bill's resignation was filled by Mr. W. S. H. Ashmore, F.L.A.

The resignation at the end of the year of the Honorary Editor, Mr. P. R. Labdon, F.L.A., was reluctantly received. Since he took office in 1961, Mr. Labdon has devoted his energies to improving the standard of production of *The Assistant Librarian*, and to him, as to the other Honorary Officers, Chairmen of Committees and all who have served the Association during the year, the Council extends warm thanks and appreciation.

Council learnt with regret of the death of Mr. Henry A. Sharp, F.L.A., for many years an A.A.L. correspondence course tutor, and a distinguished member of the profession.

DIVISIONS

1963 was an active year in the Divisions. It saw a new Division which will cater for members throughout Scotland, and a Subdivision (the first of its kind) for mid-Wales. The President presided over the inaugural meeting of the new Scottish Division in Edinburgh on 10th November and was impressed by the enthusiasm and interest of those who travelled from many parts of Scotland to be present.

Similar enthusiasm by A.A.L. members in mid-Wales led to the establishment of the Subdivision under the auspices of the South Wales Division which will provide meetings and other activities for this area.

An interesting development reported by a number of divisions are staff exchange schemes. The Bristol Division scheme for junior library staff which came into operation in April 1963 provides for an exchange of one month between assistants who have worked in libraries for two years and have passed, or been exempted from the L.A. First Professional examination. The Kent Division is arranging a similar project in co-operation with the L.A. Kent Sub-branch and the subject has been under discussion in Northern Ireland and the Greater London Division.

Education and the new syllabus have naturally received considerable attention in the past year. Meetings were held in the Yorkshire and Eastern Divisions, and weekend and one-day revision schools organised by G.L.D. and Kent, Yorkshire, Northern Ireland and West Midlands.

The Greater London Division has been much concerned with the further education of the professional librarian. Spring and Autumn Series of afternoon lectures on 'Library Staffs' and 'The Organisation of Libraries' were well supported. The East Midland Division organised Study Visits with the object that part-time students and those living in remote areas should have the chance of visiting a library of a different type from their own and have its working explained to them. Libraries visited in 1963 were the University of Nottingham, Derby Borough Library and Derbyshire County Library Headquarters, Liverpool City Libraries and P.E.R.A. at Melton Mowbray.

A number of Divisions held Weekend Schools and Conferences. The theme of the West of Scotland Division conference was 'The Public Image of Librarianship'. Conference proceedings were published within a cover design of a cracked image—this was how they saw it. The result of this conference appears to be a quickened interest in public relations by the Scottish Library Association. The Eastern Division held a very successful conference in May at the Corton Beach holiday camp entitled 'Automation Without Fear' and the South Wales Division held its first Weekend School for many years at Barry, with Mr. Roy Stokes, Mr. J. G. Ollé, Mr. G. W. Hanson and Mr. W. Ashworth presenting the theme 'Bibliographical Control and Service'. The Yorkshire Division reported a poor attendance at their Weekend School, the subject of which was '25,000 a Year—the English Book World Today and Tomorrow'. Possibly November is not the best month for a conference and this may account for the small number.

Sussex, one of the smaller divisions, reported a Divisional Dinner at Hove addressed by Mr. Sydney Irving, M.P., a Divisional history and a meeting at Sussex University addressed by Prof. David Daiches was attended by 71, nearly 40 per cent of the membership.

PUBLICATIONS

For publications the year was one of unspectacular but steady progress. One major work, R. C. Benge's *Bibliography and the Provision of Books*, was published during the year and work was well advanced in December upon three new titles and a revised edition due for publication during the early part of 1964, while other titles were in active preparation. Sales of the Association's publications have been maintained at a consistently satisfactory level during the year, sales to overseas countries forming a substantial portion of the orders received.

ASSOCIATION OF ASSISTANT LIBRARIANS

Statement of income and expenditure for the year ending 31st December, 1963

GENERAL ACCOUNT

1962	*Income*	£ s d	1962	*Expenditure*	£ s d	£ s d
4,553	Capitation	5,133 15 3		Deficit brought forward 1st January, 1963		486 17 8
595	Transferred from Publications a/c 31st December, 1963	1,779 12 8		Divisional capitation and loans		1,588 13 9
19	Other	80 7 10		Expenses of Council, Committees and Officers:		
				Council	£1,070 5 9	
				Committees	£153 0 6	
				President and Vice-President	£256 8 10	
				Other Officers	£80 9 10	1,660 4 11
5,167		6,993 15 9		Stationery		66 1 5
				Postage and telephones		78 9 1
	The Assistant Librarian			Honoraria, clerical expenses, gratuities		178 2 6
213	Subscriptions £204 18 5			Election		148 18 4
645	Advertising £773 3 6	978 1 11		*Assistant Librarian* 1963		
486	Deficit carried forward			Printing	£2,801 8 8	
				Distribution costs	£654 19 6	3,456 8 2
				Library Association Library		110 0 0
				Martin Award		10 10 0
				Conference expenses		57 12 6
£6,511		£7,971 17 8		Other		129 19 4
						7,971 17 8

PUBLICATIONS ACCOUNT

1962	*Income*	£ s d	*Expenditure*	£ s d	1962
2,396	Balance brought forward 1st January, 1963	601 4 5	Printing of publications	1,244 7 8	3,019
4,995	Sale of publications	3,829 0 11	Royalties	698 4 6	819
36	Sale and hire of film strips	11 19 6	Distribution costs	162 14 9	167
—	Other	5 0 0	Postage, telephones, petty cash	228 18 5	285
			Stationery	20 18 0	57
			Clerical expenses and storage	150 0 0	75
			Insurance	5 13 3	5
			Other	25 5 0	—
	Transferred from Correspondence Courses a/c 31st December, 1963	476 1 0	Transferred to General a/c 31st December, 1963	1779 12 8	595
5,625		4,923 5 10	Balance carried forward, 31st December, 1963	607 11 7	601
				£4,923 5 10	£5,625

5,004	Students' fees	2,205	7	0	Payments to H.E.S.O.	93	8	0	*211*
					Courses: costs of production	572	2	9	*360*
					Postage, telephones, petty cash	80	0	0	*104*
					Stationery	184	16	1	*23*
					Refunds to students	67	0	0	—
					Grants to Divisional revision courses	60	0	0	*46*
					Transferred to Publications a/c 31st December, 1963	476	1	0	—
					Balance carried forward 31st December, 1963	500	0	0	*1,478*
5,814		3,683	14	10		£3,683	14	10	*£5,814*

U.S. STUDY TOUR ACCOUNT, 1963

1962	*Income*	£	s	d	*Expenditure*	£	s	d	*1962*
	Payments from members	9,104	18	3	Charter of plane	7,806	0	0	
	Hotel accommodation	68	5	0	Academy Travel Ltd.	199	15	0	
	Insurance settlement	157	0	0	Coach hire	44	3	6	
	Interest	61	11	5	Airport taxes	51	7	6	
					U.K. departure expenses	1	12	3	
					Hotel accommodation	68	5	0	
					Insurance premium	266	1	9	
					Group leaders' expenses	130	14	0	
					Postage, stationery and telephone calls	87	14	10	
					Bank charges	7	18	6	
					Meeting expenses	1	10	0	
					Refund of deposits	338	2	0	
					U.S. expenses	198	0	6	
					Remainder of medical expenses	86	12	1	
					Balance carried forward 31st December, 1963	103	17	9	
		£9,391	14	8		£9,391	14	8	

BENEVOLENT FUND ACCOUNT

1962	*Income*	£	s	d	*Expenditure*	£	s	d	*1962*
406	Balance brought forward 1st January, 1963	424	1	1	Balance carried forward 31st December, 1963	445	9	7	*424*
16	Interest on Savings Certificates	20	0	0					
2	Interest on Bank Deposit Account	1	8	6					
£424		£445	9	7		£445	9	7	*£424*

Audited and found correct: J. R. PUBLICOVER
B. W. BUCHANAN
26th March, 1964 *Hon. Auditors*

W. S. H. ASHMORE
Honorary Treasurer

'THE ASSISTANT LIBRARIAN'

The year began in difficult financial circumstances—on the one hand, printing costs had risen and were still rising, and extra costs were involved by the planning of new cover and layout. To meet this situation an agent was commissioned to increase advertising revenue.

We record a year of moderate achievement. The new design caused comment sufficiently encouraging to warrant its retention. A fall in subscription income has fortunately been more than offset by a probable increase in advertising income of 25 per cent.

More pages were obtained by the printing of special illustrated issues in April and November. The useful examination and documentary reproduction supplements appeared together with several issues edited by specialists on various themes such as Library Furniture, Teenage Reading, Libraries and the Book Trade. Reviews by contributors have been of a particularly high standard, but somewhat smaller correspondence columns are a fact to be considered.

It has been, deliberately, a year of necessary experiment with lessons perhaps to be learnt by membership, Council and Editor.

EDUCATION

1963 was the year when 137 members of the A.A.L. turned their thoughts into reality and made a trip to the U.S.A.; a larger number turned their thoughts to the new syllabus and the problems it would bring. More than half of the total time of the Education Committee was spent on aspects of the approaching new syllabus. Although from some quarters came pressure to alter a previous decision that correspondence courses should not be offered, the Committee reaffirmed its views and a final statement was made in the Press. As a result, the inevitable problems that would confront the transitional students become our concern. During the year we ran two sessions of revision courses and introduced extended revision courses for those requiring additional help.

Our links with the Library Schools became firmer. At all meetings of the A.B.L.S., the A.A.L. was represented, and liaison between the two bodies became well established. Many of the doubts concerning the ability of the schools to meet the intake of future students were resolved and some assurance concerning the needs of part-time students were obtained. A survey of the attitudes of authorities concerning leave and pay for staff whilst at library school was carried out, and it is hoped that this may develop into a campaign for better prospects in 1964.

In this year we took leave of all our Registration tutors; librarians who for years had helped thousands of students and had maintained the good name of our courses. To these persons, too numerous to list, we record our sincere gratitude, and the hope they will enjoy the leisure that in the past they had forgone.

The Study Tour finds its place in this report, for it was the Education Committee that developed the initial plans of Geoffrey Smith and advised his successor, David Bryant, through the middle stage. Later the affair assumed national importance and became the concern of the full Council.

137 members took part in this fifteen-day Study Tour of the United States, visiting Boston, Washington and New York and staying as guests of American librarians. A strenuous programme was arranged of visits to all types of libraries, to academic institutions, publishers, museums and art galleries and also opportunities for sightseeing.

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VISUAL AIDS

Throughout the year the Visual Unit for children about Reference Books, 'It's Fun Finding Out', continued to be borrowed. There were also a number of requests to hire the films 'Index to Progress' and 'Resources Discovered' which the Association discontinued circulating last year. It was possible to make suitably amended copies available in all cases by co-operating with the new distributors.

There were the usual enquiries for information about filmic material and its location from librarians for public relations and training purposes during the year. These all received attention.

At the middle of the year the Visual Aids Panel met to consider and report on future policy. The Report which it presented to the Council was accepted.

Towards the end of the year a photographic record of the American Study Tour was organised. This produced an interesting and useful collection of colour slides (2 × 2) which, at the time of writing this report, is being arranged, together with explanatory tape-recordings, for circulation as necessary to interested borrowers. There will be certain gaps unfortunately on account of some unexpected prohibitions of photography which the party encountered.

There was no noticeable progress during the year to organise the centralised collection of slides. It is hoped eventually to produce a Union List of Holdings for publication.

MEMBERSHIP

The figure of ten thousand was again achieved in 1963, but was not maintained, total A.A.L. membership at the end of the year falling seven short. Membership increased only by ten over 1962, in contrast to the large increases of recent years. This is accounted for by the exceptionally large number of L.A. members resigning and defaulting this year. The majority of these would be junior members of the profession and A.A.L. members; a fall in membership was averted by a rush of new members when Library School courses began in the autumn. A.A.L. membership of 9,993 out of a total L.A. membership of 14,668 compares with last year's 9,983 out of 14,585.

A number of potential members continue to be lost to the A.A.L. Many new members of the Library Association do not opt for two Groups; this is often because L.A. members nominating them for membership do not point out their right to do so. Of 1,700 new members of the L.A. in 1963, 900 opted for membership of the A.A.L., but over 300 did not opt for any Group. The responsibility for approaching these people has been taken over by the Divisions, and this approach has proved successful in attracting new members. A new edition of the introductory leaflet was prepared, but its production has been delayed pending a decision on the reorganisation proposals. This leaflet will eventually be sent to all new and potential A.A.L. members to give them a picture of the activities and working of the Association.

A.A.L. members are also lost because existing members omit to continue their options for Groups when renewing their L.A. subscriptions. The responsibility for continuation of Group membership rests with the individual member. Under the present system, Group membership is not continued automatically, but, following an approach by the A.A.L., the Library Association is considering making Group Membership continuous until a change of Group is desired. This would be beneficial both to the A.A.L. and to the individual member.

The membership of the Association at the end of the year was as follows:

Bristol	358	Devon and Cornwall	147	Eastern	190
East Midland	565	G.L.D.	2755	Kent	289
Liverpool	585	Manchester	625	North-eastern	534
North Wales	60	Scotland	595	South Wales	231
Northern Ireland	87	Sussex	210	Wessex	291
Yorkshire	718	Central	938	West Midland	815

(The West of Scotland Division has now expanded to include all A.A.L. members in Scotland.)

Comparative figures for the last five years:

1958	1959	1960	1961	1962	1963
7,857	8,189	8,345	9,380	9,983	9,993

THE FUTURE

There seems no doubt but that a new era of librarianship is dawning in this country. Indeed, as we write, a reform Bill for Public Libraries is taking shape in a House of Commons Committee and the whole conception of a co-operative and integrated library service is gradually developing. With it we hope wil be a unified profession.

Throughout the year we attempted to talk of the future and the new directions that social forces *might*, and that this profession *should* take. That future seems racing fast towards us—perhaps we may now be in a position to translate ideals into practice.

We can all attempt to raise professional standards, to make our libraries more positive forces in community life, and to interpret and exploit library resources. And remember that it is individual human beings that we have the privilege of serving.

R. G. SURRIDGE, *President.*
J. M. PLAISTER, *Honorary Secretary.*

YOUR LETTERS

Loyalty to whom?

I read your potted biography of the President in January's *Assistant*, and one phrase from it has been nagging in my mind ever since. 'Hates disloyalty.' Admirable sentiment. But disloyalty to whom?

Time and again lately (and not only in librarianship) I have met good, honest, sincere—and loyal—people who are being driven to the edge of a breakdown by the conflict between loyalty to a superior officer and the instinctive loyalty they feel they owe to their service and the public who use it.

What are they to do when orders given are against the recognised principles of their profession? How can they effectively serve the public when the service is geared to the minimum necessary to keep the Committee happy and the Chief Officer out of trouble, all extra effort being frowned upon?

I have never seen this issue discussed openly, and probably it will continue to be quietly swept under the carpet, but the ethical problem involved is very real, and very painful, to many conscientious assistants. Where should loyalty lie? What can anyone do, in practice, other than look for a more congenial post?

I raise this purely on general grounds, and I am not myself directly affected at the moment, but you will I think understand that if you do follow this up in any way I should prefer my name not to crop up in case any of my colleagues, or the reputation of the library, should be damned by implication.

'A.L.A., North-West'

THE OLD REGISTRATION AND THE L.G.E.B.

The Promotion Regulations Affecting Members in Local Government who Qualified under the 1959-1963 Syllabus

Notwithstanding my memorandum addressed to the January A.A.L. Council Meeting, it is clear from letters received and from the correspondence columns of the professional press that there remains some misunderstanding concerning the present position and the behaviour of the Library Association. As your representative on the L.A. Grading Sub-Committee for Public Library Posts, I am anxious to clear members' minds of those criticisms and anxieties which are based on false premise. The position is as follows.

The National Joint Council publishes an appendix in their Conditions of Service ('purple book') which lists the examinations acceptable for promotion purposes in Local Government and assesses each one as attaining either Intermediate or Final standard. In order to do this, the N.J.C. is advised by the Local Government Examinations Board and, although it has always been contended within our profession that the old Registration Examination is the basic qualification in librarianship, the Board has never been willing to accord to it the status of a Final Examination. As an Intermediate Examination the old Registration conferred eligibility for promotion up to A.P.T. II and those local authorities who treated their staffs strictly in accordance with N.J.C. Conditions of Service required the old Final Examination as a pre-requisite to promotion to A.P.T. III and beyond.

The L.A. Council were determined that if a more complex qualifying examination requiring a two-year full-time course were introduced every effort would be made to secure for it the status of a Final Examination, and when the new syllabus was accepted by the profession it was submitted to the L.G.E.B. for assessment. (Be it noted that the L.G.E.B. is properly concerned solely with the examinations and not with qualifications or with anomalies arising out of their recommendations.)

The Board duly informed the L.A. that they proposed to recommend to the N.J.C.

> 'That from June, 1964, the new Part I (Intermediate) Examination of the Library Association and the former Registration Examination be recognised for appointment and promotion to Grades A.P.T. I and II; and the new Part II (Final), and the former Final Examination, for appointment and promotion throughout the A.P.T. Divisions.'

Immediate concern was felt for those members who were qualified under the 1950–1963 Registration Examination and the Secretary of the L.G.E.B. was consulted as to what could be done to put them on all fours with those qualifying under the new Final. It was made clear that some further examination would be expected by the N.J.C. to achieve this and that, although the precise requirement would be a domestic matter for the L.A., it should have substance. At this stage the L.A. Grading Sub-committee considered whether part of the old Final might not be appropriate; this was rejected because (i) when the old Final was discontinued under the bye-laws the door would be closed, and (ii) the N.J.C. might reasonably argue that if the L.G.E.B. considered that the new Part II was to be equated with the whole of the Old Final, clearly it could not be equated with part of it only. A three-hour paper from List C of the new Final was finally decided upon.

Special concern was expressed, however, for Associates who had qualified under the old Registration Examination and had abandoned their studies several years ago. Many of these had already received promotion above A.P.T. II either because their employing authorities had yielded to staffing difficulties or because they did not observe to the letter the N.J.C. Conditions of Service; it was felt that on grounds of experience even those who had not been so promoted would merit favourable comparison with those newly qualified under the 1964 Syllabus. The Sub-committee considered that, in view of a provision in the Conditions of Service that a term of experience might be substituted for certain stated professional examinations, the L.G.E.B. might see fit to recommend that this be done to qualify Associates under the old Syllabus to proceed through the A.P.T. Grades after five years' appropriate experience.

The L.G.E.B. were acquainted with the Sub-committee's views and discussions subsequently took place between the Secretary of the Board and the Joint Secretaries (Employers' and Staffs') of the N.J.C.

A letter has been received by the L.A. from the Employers' Secretary of the N.J.C. which indicates that the N.J.C. are likely to reject the L.A. submission concerning five years' qualifying experience, mainly on the ground that the 'precedents' which were quoted by the Sub-committee concerned only professions for which no examination had previously been offered. In other words, the experience qualification was designed to protect officers who have not previously had the opportunity to offer an examination which would qualify them for promotion under the N.J.C. Conditions of Service.

I feel very strongly indeed that it would be contrary to the spirit of the N.J.C. Conditions of Service if what is now a dying class of professional librarian were to be singled out for penalisation in this way. The local government officer who was unqualified in 1946 is protected for promotion purposes and will remain so. It seems to me that in the long term a provision in the Conditions of Service which requires an employing authority to investigate the educational history of an officer holding a professional qualification will not be strictly observed except by those authorities seeking excuse; if this should happen, it can only reflect unfavourably on the N.J.C.

The Chairman of the Grading Sub-Committee, the Deputy Secretary of the L.A. and myself met representatives of Nalgo on 20th April. We learned that the recommendation of the Local Government Examinations Board had been accepted by the N.J.C. on 15th April and we informed Nalgo of the anxiety expressed by a substantial body of our members concerning its possible effect upon them.

The Staff Side Secretary agreed with our proposal for a meeting between ourselves and the Joint Secretaries to discuss the points raised, and indicated that the L.A. proposals concerning Associates under the 1950 Syllabus would be considered also by the Nalgo Local Government Service Conditions Committee at a meeting on 2nd May.

I am advised that the acceptance of a Final List C Paper supplementary to the 1950 Registration Examination, qualifying for promotion through the A.P.T and lettered grades, is no longer in doubt. The Library Association's decision in this respect has not been questioned.

JOHN HOYLE, *President*

24th April, 1964.

What the Association is Proposing to do for Candidates for List C Papers

The A.A.L. realises that if the proposals as outlined above become accepted then many members contemplating an additional paper in List C may be in need of guidance in their studies. We are anxious to know the size of the problem and invite such persons to inform us of the subject in which they are interested. At this point it is impossible to state what help can be given, but the A.A.L.

will consider the possibility of correspondence courses in specialist papers if there is sufficient demand.

Meantime students are reminded that 1963 course notes are still available for sale and certain sets will be found useful for List C subjects. Please send details of the subjects contemplated, and request information on notes available to the undersigned at 49 Halstead Gardens, London, N.21.

J. S. DAVEY, *Honorary Education and Sales Officer.*

'THE RIGHT TO READ' AT DURHAM

The A.A.L. Weekend School, 10th to 12th April, 1964

The Conference (sorry, Weekend School) got off to a good start (thanks to Roy Oxley's efforts) when Bill Smith, Editor of *Books and Bookmen*, was interviewed on B.B.C. Television. Thanks to Tom Featherstone's connections with I.T.V., Roy Oxley was also televised. He gave a convincing impersonation of C. P. Snow in a Tyne-Tees interview at approximately the same time. There was much switching from channel to channel in the College T.V. room.

It was the best-attended Weekend School yet, over 150 people being resident in delightful Grey College. There was no main speaker, but more than adequate opening addresses were given by the discussion group leaders, T. S. Broadhurst, M.A., F.L.A., of Liverpool University Library, W. G. Smith, F.L.A., Editor, *Books and Bookmen*, and T. E. Callander, F.L.A., Chief Librarian of Croydon. It was ironical that after Mr. Callander explained how he always tried to avoid press discussion of censorship, his was the only speech reported in next day's *Sunday Telegraph.*

The speakers were flanked by a display of the best banned books, from Aristophanes to Noddy, and A.A.L. Publications for sale, appropriately enough, as Phillips' *Primer* has in effect been banned by a certain Library School!

It is hoped to include a blow-by-blow description of the Weekend School in a later issue.

'TWIST AND SHOUT'

Council Notes, 17th and 18th March, 1964

The second meeting of the year is one for financial stocktaking—the Honorary Treasurer presents his accounts and estimates for approval. Commenting on the financial position of the A.A.L., Mr. Ashmore said that we were now like the Dave Clark Five, 'Glad All Over', but unless we were careful it would be 'Twist and Shout' with the Beatles before the end of the year. Expenditure on *The Assistant Librarian*, Council and the Divisions must be held at their present level. There is a heavy programme of publishing planned which will yield revenue in the future, but this year may be difficult. The Honorary Editor suggested that *The Assistant Librarian* would increase its advertising income by 25 per cent if the A.A.L. dispensed with the services of a professional agency and appointed an advertising manager from its own members. Alan White (Scottish Division representative), advertising manager of *S.L.A.N.*, had many helpful suggestions to make. All the A.A.L. requires is a dedicated, energetic and enthusiastic young man (or woman).

Peace in the educational field has been short-lived—the Education Committee met for five hours and its recommendations received considerable comment in Council. Internal examining, help for transitional students, the Library Assistant's Certificate and fees for speakers and lecturers at A.A.L. meetings and

Conferences were a few of the topics discussed. The A.A.L. Council believes that members have been given insufficient time to consider and comment on the proposals for internal examining, and the L.A. is to be asked to extend the time-table by six months. The A.A.L. plans to help those in the 'pipeline' and those pre-1964 Associates who need to take a paper in List C of Part II to be eligible for grading beyond A.P.T. II. The survey being undertaken by the Library Association will enable the A.A.L. to plan a programme for transitional students, and those who are considering taking an extra paper in List C will be asked to send details to the A.A.L. Honorary Education and Sales Officer. The A.A.L. is also to ask the L.A. to treat those who completed the Registration Examination by December 1963 as hardship cases and permit their election to Associateship on completion of three years' approved service, one year of which shall be after completion of examination.

Council has decided after three years of deliberation that it can't improve its structure and organisation. Divisional representation and the size of Council have been referred to the Executive Committee for further consideration, but the basic structure of library representatives, Divisions and Council remains unchanged. A waste of time?—no, it does no harm to have an occasional inquest.

Always interested in publicity for books and libraries, Council members welcomed the project by a group formed by the Young Publishers Association representing booksellers, printers, binders and librarians to distribute to libraries and booksellers 'Book Promotion Kits' (see *Bookseller*, 21st March, 1964, p. 1,376) and is to urge the Library Association to support it.

A request was received from the Brighton Library Students' Association for assistance in establishing a national association of library school students. It was felt that it would not be appropriate for a national association to be formed under the auspices of the A.A.L. Representation of such a body, if established, on the Council would be useful, and the A.A.L. will also encourage further representation of library schools on Divisional Committees. Matters of importance to students can be channelled through Divisional Committees to the A.A.L. Council and the Library Association.

JEAN M. PLAISTER, *Hon. Secretary.*

INDIAN DOCUMENTATION : a review

RANGANATHAN, S. R., *editor.* 'Documentation and its facets: being a symposium of seventy papers by thirty-two authors.' *Asia Publishing House*, 1963. 75*s.*

Mention of the name Ranganathan is apt to create unusual responses in what one might normally regard as intelligent people, and the word 'Ranganathanitic' is applied to B.N.B. and the Classification Research Group as a derogatory term. His terminology of classification is abused as being unintelligible by those who neither understand his purpose nor make the effort to understand. Fortunately, those who do appreciate his work are increasing in number and here is yet another work in which his influence is very much in evidence—quite apart from the 26 papers of which he is the sole author. At 70 years of age this is an unusual output, but what is more incredible is that he at one time thought of writing the entire book himself.

Ranganathan defines documentation as intensified reference work, with the emphasis upon micro-documents such as periodical articles and reports, for the service of specialised readers. The facets of this field of activity are: documentation work, i.e. the preparation of documentation lists, or bibliographies of periodi-

cal articles, prepared for specialist readers; documentation service, i.e. intensified long-range reference service; abstracting work; document reproduction service; and translation service. The book is divided into sections largely on this basis.

The first section is largely concerned with the definition of terms (a practice which other writers could profit from); with giving the reasons for the emergence of documentation, and the problems which effective documentation service has to face.

The next sections are concerned with the historical emergence of documentation, with descriptions of various bodies such as VINITI; and with the present position in India. This last section and the one following—'Library resources for Documentation'—are much concerned with Insdoc (Indian National Scientific Documentation Centre), the national coverage of documentation libraries, and bibliographical tools such as the 'Union catalogue of learned periodical publications in South Asia'.

Further sections follow on document procurement, document reproduction, translation services, standards for documentation, a 'Documentation programme for the Third Plan period in India', and finally two sections on the future of documentation and problems for research.

The entire work is naturally much concerned with the Indian situation, and is obviously inteneded as a contribution towards improving the state of scientific and technical documentation work in India. This bias does not invalidate the use of the book in other parts of the world, the programme for the Third Plan period of India for example, would be of value to any emergent industrial nation, and those already industrialised could benefit from it. The chapters on terminology, the historical emergence of documentation work, the preparation of union catalogues, and document reproduction would be valid anywhere, and the chapters on Insdoc provide a very useful case study in the development of such centres.

The student following a course for paper B21—Dissemination of Information—will find this book particularly useful from a number of points of view, and at just over 1d. per page it is pretty good value for money. The physical production is vastly improved over earlier Indian books—thanks largely to Ranganathan's activities in the field of standards for book production. The index is very comprehensive, if rather prone to error in its paragraph references, and misprints are few. The only poor point about its production is the binding, which seems to have rather tenuous links with the body of the book.

TOM WILSON.

A SOUTH AMERICAN BIBLIOGRAPHY

BOGOTÁ. BANCO DE LA REPÚBLICA. *Biblioteca Luis-Angel Arango.* Catálogo general. Volumen II. Comprende: 300 a 335. [n.d.]

One realises the value of Dewey as a universal language when studying a work such as this, containing, as it does, entries in Spanish, French, Portuguese and English. Almost as valuable is its adherence to the Anglo-American Cataloguing Rules. It is very well produced and should prove extremely valuable for tracing works on the social sciences, statistics, politics and economics, including older English and American publications as well as the less accessible Latin American works to be expected. There are 274 pages of classified catalogue containing 4,024 entries, and an author index. The period covered seems to be late nineteenth century up to 1961.

The address of the Banco de la Republica is Calle 11, No. 4-14, Bogotá, Colombia, South America.

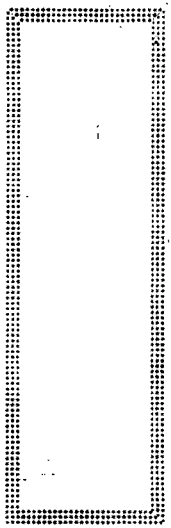
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The Assistant Librarian

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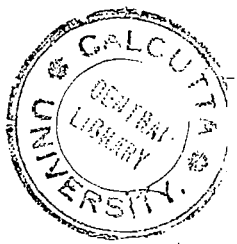
THE ASSISTANT LIBRARIAN

Official Journal of the Association of Assistant Librarians
(Group of the Library Association)

Editor: Peter D. Gann. *Associate Editor:* Tom Wilson

Central Library, The Priory, Church Hill, Orpington, Kent

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THE INTERNATIONAL LIBRARY SCENE

by Anthony Thompson, Secretary, International Federation of Library Associations

Report of a lecture delivered at the North-Western Polytechnic on 26th October 1962; published at the request of the School of Librarianship

International co-operation within the linguistic and political groups of the world, e.g. between Britain and the United States, is comparatively easy. Where there are linguistic and political problems, it is considerably more difficult, but the need for co-operation is urgent. The United Nations has proclaimed that the 1960s should be a 'Development Decade'. Dr. Hofmann, from 1958–1963 President of the International Federation of Library Associations, pointed out in Berne that co-operation in fields such as librarianship is important because it can still be carried out even in times of great tension.

The principal centres of the international library scene are Unesco in Paris; the United Nations Library in Geneva; the Féderation Internationale de Documentation at The Hague; the headquarters of I.F.L.A. in Munich until September 1963. The international library periodical *Libri* is published in Copenhagen. The Instituto di Patalogia de Libro at Rome, the most developed centre for studying book preservation, might become very important. These centres are in close touch and depend on each other in a very subtle way.

This network took a long time to grow up. In 1877 the first international conference of librarians, quite a small affair, was held in London. Only nine countries were represented: Britain, the United States, Australia, and six European countries. An account appeared in the *Library Journal*, the periodical which for a time served both the British and American Library Associations: an early example of international co-operation in librarianship. The L.A. pamphlet, 'The Anglo-American Library Associations', described this.

F.I.D.

1895 was the next landmark, with the founding (at first in Brussels) of the F.I.D., which at the time was known as the International Institute of Bibliography, by two enthusiasts, Henri Lafontaine and Paul Otlet. They were Belgian lawyers, keen internationalists and pacifists, who desired the unity of knowledge. To some extent they were echoes of the French Encyclopédistes of the Eighteenth Century: Diderot who compiled the French Encyclopédie, and D'Alembert who co-operated with him. Lafontaine and Otlet wanted a huge union catalogue which would record all the printed matter of the world, on cards, classified by authors and by subjects. They would run an information bureau, of course, and also

promote the standardisation of everything in the book world: book production, catalogue rules, classification and so on. These ideas later bore fruit.

The International Institute for Bibliography joined forces with the International Office of Bibliography, another recent institution, and started to compile the vast union catalogue, known as the 'Répertoire universel', at first by cutting up catalogues and accession lists of Belgian libraries, later from other libraries, too. Progress was fast, and even continued during the First World War and up to about 1934, and it became known under its French title as 'Catalogue Collectif des Grandes Bibliothèques du Monde'. They had up to thirty paid workers and a good many voluntary helpers.

In 1919, in the aftermath of war, which so often carries with it a spirit of idealism and the foundation of new institutions, the League of Nations was founded; and in 1922 the International Institute for Intellectual Co-operation was attached to it. It very soon gave its support to the International Institute of Bibliography, which was still in Brussels. This was the beginning of a slow linking up of the various international library organisations.

In 1924 the I.I.B. was reorganised and centralised, since it had become a formidable task to keep it going. It was necessary to work out a policy to link it with other centres of bibliography and co-ordinate them. It was not possible to continue in one place only. In 1931 the title changed to International Institute of Documentation. After 1934 the Union Catalogue was too expensive to continue. In 1938 the I.I.D. became a Federation, F.I.D., and its main activity shifted into the field of classification.

U.D.C.

One of its first aims had been to provide a standarised classification to use in the great union catalogue, and this was the origin of the Universal Decimal Classification. It was based on Dewey, but the science classes were greatly expanded and the colon adopted for making compound numbers. The Dutchman, Donker Duyvis, Secretary of F.I.D., called it the first polydimensional classification.

The first edition, which came out in 1905, was known not as U.D.C., but 'Manuel du Répertoire Bibliographique Universel'. The second edition, a much bigger and greatly used one, was also in French, and came under the influence of the International Institute for Intellectual Cooperation in Paris, which helped to finance it. It was published in 1927–1933. A third edition, in German, came out in the 1940s, and from 1936 the fourth edition, in English. In the 1930s U.D.C. was established as a great international classification, coming out in full editions in four languages and in abridged editions in other languages such as Dutch and Spanish. A fifth edition in French started in 1951, so that the current French editions are the second and fifth.

The F.I.D. produces a number of publications which students should know. Its principal journal, *Revue Internationale de la Documentation*, publishes articles in French, English and German; it is a truly international library journal. There is also an information sheet, the *F.I.D. News Bulletin*, and the manual 'Documentary Reproduction and Selection' is very important. A less well known but important publication in the international field is 'Index Bibliographicus', a classified list of abstracting journals. It was started in the 1920s by the I.I.B. The second edition in 1931 was taken over by the International Institute of Intellectual Co-operation and it is now published by Unesco. So important projects, started by one organisation, are passed to another, which is possibly more com-

petent and has more finances.

The Fédération Internationale de Documentation is truly a federation, made up of national members. The British member is ASLIB, our leading special libraries and documentation body. Thirty-two national members finance it, although it receives also a grant from Unesco.

I.I.I.C. and Unesco

It was not until three years after the League of Nations was formed in 1919 that the intellectual and cultural side of international co-operation began to be considered. The French Government was very liberal to the International Institute of Intellectual Co-operation, which is why the I.I.I.C. (later Unesco) had its headquarters in Paris. The I.I.I.C. remained rather small, with a staff of between forty and fifty, but it did make a start on the work continued on a much larger scale by Unesco.

Its object was to assist intellectual workers everywhere, to bring them together in congresses and 'conversations', and it began to study radio and the expansion of the Press, which was already becoming a problem in the 1920s. Unesco's Department of Mass Communication has continued this much more deeply. The I.I.I.C. created an international link through which ministries of education, ministries of fine arts, ministries of museums and monuments and universities could meet. Interest was shown in libraries. Work was started on international copyright, author's rights between different nations, and a number of publications were started. 'Index Bibliographicus', taken over from F.I.D. in 1931, has already been mentioned. Help was given to *A List of Serial Publications of Foreign Governments*, a well-known publication which still continues. A book on popular libraries and the use of leisure, and one on the training of professional librarians, were published. And last but not least, in the late 1930s they started 'Index Translationum', which attempted to record every year all the translations which have been made everywhere. This is continued by Unesco, which keeps a vast card index in which every translation they can lay their hands on is recorded.

In 1939 war came once more, and everything shut down for six years. In 1945 the League of Nations was refounded as the United Nations, the headquarters moving for some strange reason from Geneva to New York. The United Nations Educational, Scientific and Cultural Organisation took the place of the International Institute of Intellectual Co-operation. Once again the French Government came forward with an offer, and Paris became the headquarters of Unesco. Libraries come under the Cultural Department.

Unesco's Division of Libraries, Documentation and Archives is divided into two sections, one for Bibliography, Documentation and Terminology, the other for Library Development. The first section's job was to survey bibliographical work and find out what was going on, and how it could be co-ordinated. This led to the Unesco-Library of Congress Bibliographical Survey. They then set up the International Advisory Committee on Bibliography, which is a standing committee. It consists of librarians from many countries with representatives from F.I.D. and I.F.L.A., so there is a link between Unesco and these other institutions.

This Section of the Division has published a number of important works, e.g. *Bibliographical Services Throughout the World*, which comes out annually, and of which a cumulation edited by Mr. Collison appeared recently. The same section publishes **Unesco Bulletin for Libraries** (first issued in 1947), which

is the best international library journal at the moment. It appears in English, French, Russian and Spanish editions. Editing simultaneously in four different languages is a very complicated matter. All material has to be sent in five or six months before publication, to enable the translators to co-ordinate the different language editions. Other language editions will have to be added; the first one on the programme is almost certainly Arabic.

In the field of terminology this section published 'Vocabularium Bibliothecarii' (which is edited by Anthony Thompson). This vocabulary of library terms is about to appear in a second edition in five languages (now published, 1963). It is one of the series of Unesco Bibliographical Handbooks published by the section.

Overseas Development

The Library Development Section is concerned especially with the less developed countries. At first it was called the Public Library Development Section, and in fact the development of public libraries was tackled first. The task is almost overwhelming. To tackle it the underdeveloped world has been divided into three regions: South America, Africa and Asia. A seminar or meeting was held in each region and a model library service, or pilot project, started. This has been a great success. In South America, a meeting in São Paulo, Brazil, was followed by a model library being started in Medellín, Colombia. In Africa, a meeting at Ibadan, Nigeria, in 1953 was followed by a public library in Enugu, Eastern Nigeria, in 1959. A branch library was opened in 1962 at Port Harcourt. In Asia, a meeting in India was followed by the opening of a public library in Delhi in 1952.

The *Manchester Guardian* commented on this in October 1952. India had fifty public libraries, but there had never been free general access to the shelves and the librarian's job had been rather to stop people taking books away than to encourage them to borrow. There were fears that book losses from an open access library would be very heavy, especially until people got used to the idea of a lending library. Mr. F. Gardner, Borough Librarian of Luton, who organised the service, did not share these views. In the first nine months, in fact, 45,000 books were lent and only twenty-five lost and twelve not returned! The average loss in English public libraries is about four times as high!

About 2,000 people visited the library each day. There were 56 seats in the adult library and usually 500 people. After ten days the children's library, which started with 4,000 books, had empty shelves. Books and catalogues are in Hindi, Urdu and English. This example shows the immense thirst for knowledge in these countries.

Following the success of the public library programme, it was decided to add studies on national and university libraries, etc. In September 1962 there was a meeting on the development of university libraries in South America. Accounts of Unesco's activities have been published in the Unesco Library Manuals series, and of its first ten years of library work in *Unesco Bulletin for Libraries*, November-December, 1956.

Traffic between Unesco and the less developed countries is two-way. Library experts go to these countries, e.g. Mr. P. H. Sewell, of the North-Western Polytechnic, went to the Sudan; and Anthony Thompson has advised on library buildings in Kuwait and Libya. In the other direction there are Unesco fellowships (in French 'bourses') for the people who are coming to Europe and America to learn, and take back their knowledge to their own countries.

I.F.L.A.

The International Federation of Library Associations was founded in 1926. It is a small body, which has had to struggle along for many years without a permanent headquarters. It has organised a number of quite large conferences and its Council meets every year to bring together the library associations of the world. Its aim is to promote co-operation in the field of libraries, especially in international relations.

I.F.L.A. works with a number of specialised committees. The Committee on the Unification of Cataloguing Principles, for example, recently held a very successful conference in Paris. This was supported by a large subsidy from the Council on Library Resources, which is one of those American bodies which at the right moment generously give money to further library projects.

Another committee is trying to help the Germans to produce a new edition of 'Gesamtkatalog der Wiegendrucke', the famous German catalogue of incunabula. There is great rivalry between East Germany, which holds the old material and the old catalogues, and West Germany, which has most of the incunabula.*

The Language Barrier

The difficulties that beset workers in international librarianship are mainly linguistic. At every meeting a vital part is played by interpreters, and an even more vital part by those who don't need interpreters! Mr. Thompson, quoted from an article in *The Times* of 20th September, 1962, called 'Language challenge to scientists' which was written by the Director of Aslib. He pointed out that although we say glibly that science is international, there are enormous barriers. About half of the books produced in the world cannot be read by half of the people who want to read them, because of language difficulties. English-speaking people are lucky because English is a world language, but there are still two problems. An enormous amount has to be translated into English, which is expensive; and we still have to learn languages, which is difficult.

Aslib carried out some experiments in the teaching of Russian (published in *The Foreign Language Barrier in Science and Technology*) in which it was found that students taking courses in Birmingham University and elsewhere were able to reach quite an advanced stage in only about one hundred hours of tuition.

Mr. Thompson appealed to his audience, especially to those who were English, to make a special effort in the cause of international relations: to learn a language and to adopt the country of the language; to go there for holidays; and to learn to understand another people. An interesting discussion followed.

*Since this lecture was given, I.F.L.A. (in its French and Spanish form 'F.I.A.B.') has embarked on a considerable expansion. There are now 88 national member-associations from 52 countries, and 5 international associations. Its annual meeting of the Council has been recorded in an annual publication entitled 'Actes du Conseil de la F.I.A.B.' (Proceedings of the Council of I.F.L.A.), published by Messrs Nijhoff at The Hague. The 'Actes du Conseil' also contain a collection of short annual reports of member-associations, which constitute a unique record of librarians' activities throughout the world. Messrs. Nijhoff also publish the I.F.L.A. Repertoire of member-associations, which constitutes an international directory of library associations, and 'Libraries in the World', the long-term programme of I.F.L.A. In late 1962 I.F.L.A. started publication of a news-letter *I.F.L.A. News*, also published from 1963 in a French edition as *Nouvelles de la F.I.A.B.*

The specialized work within I.F.L.A. is done by 10 'Sections' (of different types of libraries) and 9 'Committees' (on library routines and problems), with voluntary presidents and secretaries in various countries. These are recorded in the I.F.L.A. Repertoire, mentioned above. The sections and committees are instrumental in making reports and studies in their

special fields, often supported by small contracts with Unesco.

I.F.L.A. is supported by an annual grant from Unesco, and by members' subscriptions.

In September 1963, at the Council meeting in Bulgaria, the new president, Sir Frank Francis, who is Director of the British Museum, was elected. The official address of the Secretariat is now therefore c/o British Museum, London, W.C.1.

One of the specialised sections and one of the committees are at present based in England: the Sub-section (of the Public Libraries Committee) on library work with children (president, Miss E. H. Colwell, Hendon Public Library, London, N.W.4.), and the Committee on uniform cataloguing rules (president, Sir Frank Francis; secretary, Mr. A. H. Chaplin, British Museum, London).

BOOKS FOR CHILDREN: two reviews

INTERNATIONAL FEDERATION OF LIBRARY ASSOCIATIONS. *Committee on Library Work with Children.* Library service to children. 1963.

This publication contains surveys from sixteen countries of the development of library service to children and young people. Each article, complete in itself, traces the growth and type of services in a particular country, and, as statistical data are kept to a minimum, makes easy reading. Collectively these surveys show interesting comparisons and a picture of the extent of library provision in many parts of the world. It is a book which deserves a wider reading public than it will probably get, and one which should be read by all librarians, library students and teachers who have the reading interests of the young at heart.

Copies are obtainable from Miss E. H. Colwell, The Central Library, The Burroughs, Hendon, N.W.4, price 13s. 6d. (including postage).

MAXWELL, Robert & Co. Ltd. Better books for children.

Robert Maxwell & Co. are thinking along the right lines in producing a catalogue of this type. The illustrations, taken from some of the books listed, relieve the monotony of a series of catalogue entries, and make it pleasing to the eye. The idea of an annotated sales catalogue which would serve as a guide and check list to librarians, teachers and parents is to be commended, particularly if kept up to date with supplements, but the compiler is guilty of two serious omissions. The size of book, number of pages, illustrations and awards gained are all there—but the publisher remains anonymous and the date of publication a secret! The addition of this missing information together with the date of compilation would make this a worth-while list: the content is good. There is also an asterisk for which I could find no explanation in either text or index.

The address to write to is Robert Maxwell & Co. Ltd., Waynflete Building, 1-8 St. Clements, Oxford.

MRS. M. F. ADAMS, *Librarian in charge of work with Young People, Orpington Public Library.*

HELP WITH PART II

The Liverpool School of Librarianship is willing to help any students who find that they have some Part 2 papers to complete in order to pass the new L.A. examinations. Students can attend for single six-month periods, or two such periods if they wish to attend a full-time course of tuition. I should be glad to help any students who write to me about their problem. Vacancies are available for the course starting in July, 1964.

WILFRID H. SNAPE, *College of Commerce, Tithebarn Street, Liverpool 2.*

(The Editor regrets that this letter was received too late to include in the May issue.)

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The criticism is often being made that librarians are not with it, and that they are all squares. Just to prove that we are not all just bibliomaniacs, I am sending you this selection of Top Pops in Librarianship for your consideration for *The Assistant Librarian.*

(1) Ladsirlac . . . the Mersey Libs.
(2) There's a Place . . . the Indices.
(3) I like the little things . . . Les Microfiches.
(4) My Super Calender Girl . . . the Rollers.
(5) You're driving me crazy . . . Melvil and Dewey.
(6) Return to Sender . . . the Overdues.
(7) Not Fade Away . . .the Contouras.
(8) World without love . . . the Readers.
(9) 914 . . . Xerox and the Copyflos.
(10) I'll remember You . . . the Tokens.

Records to Watch

Picture of You . . . Litho and the Halftones.
Class Mark . . . the Searchers.
You're a bind . . . the Buckrams.

VAUGHAN WHIBLEY, *Westminster Public Libraries.*

SPECIAL LIBRARIANSHIP: a semi-annual survey of the literature by Tom Wilson, Associate Editor

The first appearance of this feature was delayed because of the pressure on space in the *Assistant*. This has been delayed for the same reason, and also because of the pressure of other work upon me. So far we have received no intimation that it is doing anyone any good, but perhaps no news really is good news in this respect.

Purpose and use of special libraries. This subject receives very little attention in the professional press, and in fact of the three articles noted[1,2,3] two are from *The Manager* and were part of an effort to interest management in the value and function of special libraries—a laudable intention. The third reference, 'What they read and why—Israeli version', is a comparison of the Scott and Wilkins survey of 1956 with a similar survey undertaken at Water Planning for Israel Ltd. This revealed certain common trends in the kinds of material required and the use made of the library.

International. The tape-typewriter plan advocated by Calvin Mooers makes its first appearance at an international level in a short note in the *Unesco Bulletin for Libraries*, 'International tape-typewriter bibliographic exchange'.[4] The scheme entails the transmission of entries from the F.A.O. headquarters at Rome to the Aquatic Sciences Information Retrieval Center at the University of Rhode Island. This will enable the staff at the Center to have access to the entries in the 'Current Bibliography for Aquatic Sciences and Fisheries' long before they are commercially available from F.A.O.

National. On a national level the U.S. once again leads the field in the number of articles. Some are by outsiders looking in; e.g., A. Rahman[5] discusses the National Science Foundation, the National Library of Agriculture, the National Library of Medicine, and several other bodies of national importance in the field of documentation. In a rather more condensed article the ebullient Frank Smith of the Royal Aeronautical Society and *Engineering* gives his personal impressions of the U.S.,[6] while *Analytical Chemistry* recently printed a report on 'Centers for storage and retrieval of scientific information in the U.S.', examining such bodies as the Defense Documentation Center (formerly known as ASTIA) and NASA's Scientific and Technical Information Facility, the report implies that this is situated in NASA headquarters but in fact it is operated on a contract basis by Documentation Inc.[7]

The report 'Science, government and information', by President Kennedy's Science Advisory Committee, has made quite an impact on special librarians in the U.S., because of its implied criticisms of the profession and because of the challenge it presents. The report is discussed in *Special Libraries*[8] and, in another journal, the chairman of the committee, Alvin M. Weinberg, makes his own résumé of the report[9] and urges that the transfer of information after retrieval is as urgent a problem as retrieval itself. He suggests the establishment of a co-ordinated system of government-sponsored specialised information centres on the pattern of the Thermophysical Properties Research Center at Purdue University (recently described by Y. S. Touloukian[10]).

The diverse policies and practices of company library services in the U.S. is the subject of another *Special Libraries* article, in which D. T. Bedsole surveys 117 corporations.[11]

There has been no really comprehensive collection of critical data since the publication of 'International Critical Tables', but it looks as though something may be done at last to remedy the situation. One of the functions of the National Standard Reference Data System is to be the publication of collections of such data, gathered by teams working all over the U.S. and co-ordinated at the National Bureau of Standards.[12,13]

The centralised nature of library and information services in the U.S.S.R. is well known and the article on this in *Aslib Proceedings*[14] is too slight to add very much—to be fair, it is intended as an interim report. Japanese libraries are not very well documented, however, and for anyone interested in medical libraries Mayami Taniguchi's article will prove interesting.[15]

Individual libraries. Three libraries of considerable importance in their own countries have been described recently: the N.L.L. receives a purely descriptive treatment in *Libri*[16]; the Centre for Atomic Energy Documentation at the Gmelin Institute is described (in German) in the *Revue Internationale de la Documentation*[17] and the National Oceanographic Data Center, which is at present processing only physical and chemical data, but which expects to expand to cover all aspects of oceanographic data, is dealt with in *College and Research Libraries*.[18] The *Special Libraries* series 'Planning the new library' continues and has described the libraries of the Ampex Corporation[19] and the Sprague Electric Co.,[20] while almost the entire issue of a recent *Illinois Libraries* is devoted to descriptive articles on individual libraries ranging from that of the Quaker Oats Co. to the John Crerar.[21]

Education. The education of special librarians has been a topic of debate in this country recently, and for a comparison with the American situation the proceedings of the 54th Annual Convention of the S.L.A. is useful.[22] Of particular interest are 'Library schools and education for special librarianship'—an informal survey which shows that American schools can offer a greater diversification of courses because (a) they are attached to universities, and (b) they have accredited curricula, not fixed syllabi; and 'Gresham's law and librarians'—which makes the point that there is a danger in running 'sub-professional' courses in order to alleviate the shortage of librarians in that 'it offers a temptation to local budget officers to buy the cheapest product in any way called librarian'.

Information work. On the general subject of information work C. W. Hanson's 'Subject enquiries and literature searching' is a useful article on the conduct of searches and the presentation of results.[23] There are other articles on particular groups of literature. J. G. Tolpin sets the general background to Russian research and publication and then considers the problems of making the results of Russian research known in the West. One little side comment reveals than central planning is not foolproof, '... two Soviet laboratories independently published the same work on polymerisation of phenylacetylene in the same journal'.[24] The objectives and requirements of information services in the field of architecture and building are surveyed by E. Carter,[25] who proposes the establishment of a National Building Information Centre to provide: (1) an extensive range of bibliographical research; (2) the communication of lists by telex, post or telephone; (3) the supply of photocopies; (4) the positive distribution, or promotion of distribution, of new information and (5) centralized advisory services on the creation of office libraries and files. Once you get past the *American Doc.* style of the introduction to M. S. Day's 'Local access to the aerospace tech-

nical literature'[26] (phrases like 'point up this concept', 'enhance your perspective' and 'operating philosophy' litter the first paragraph) you will find a useful survey of the technical information activities of NASA.

Information handling, indexing, classification and cataloguing. Literature on isar* still dominates the field with more articles than any other topic. A select bibliography from Western Reserve University, Center for Documentation and Communication Research (W.R.U. C.D.C.R.) may be of help in finding one's way through this mass.[27] W.R.U. C.D.C.R. has been very much in the news recently with articles on the work of the Center over the past few years[28,29] and the publication of the Cranfield Research Project's report on their metallurgical literature indexing service,[30] which found that a faceted classification scheme was more effective than the computer system. The pros and cons of this are discussed in a paper by A. M. Rees.[31] Isar testing is also the subject of a paper presented at the 26th annual meeting of the A.D.I.[32] The author, A. J. Goldwyn, discusses the problems which the testing of isar systems raises and outlines the future work of the Comparative Systems Laboratory at W.R.U. C.D.C.R. R. J. Tritschler considers another aspect: that of devising effective searching strategies for computer-based systems without 'perfect' indexing. Thus instead of the usual Boolean algebra searches, he proposes a method of probablistic searching which would produce a list of documents graded according to probable relevance.[33]

With the tremendous amount of duplication of effort which occurs in the U.S. Government agencies in indexing reports it would be an obvious advantage if the indexing done by one agency could be directly converted into another system. This has been investigated by A. F. Painter,[34] who finds that 'convertibility . . . appears to be difficult if not impossible because . . . the subject analysis of the various agencies (O.T.S., D.D.C., A.E.C., Nat. Agric. Lib.) is capable of no master control or conciliation and is highly inconsistent'. Descriptions of individual systems and articles on specific aspects of systems abound. Edge-punched cards are rather out of favour these days, but those who are concerned with coding systems should read A. G. Newcombe's 'Fields for edge-punched filing cards'.[35] One way of indexing a large number of research reports is to find someone to help. This was done at the Air Force Institute of Technology, where students taking a course on the Communication of Technical Information helped to index technical reports for an automatic punched card system. Both the library and the students are reported to have benefited from the exercise.[36] Co-ordinate indexing is a popular favourite: W. R. van Hassell describes a co-ordinate indexing system under the fanciful title 'How we tamed the data torrent',[37] F. Jonker describes some new equipment in his 'Termatrex' and 'Minimaterex' lines,[38] and V. Slamenka discusses 'Classificatory, alphabetical, and other associative schedules as aids in co-ordinate indexing'.[39] By far the most interesting of this group of articles, however, is R. Bree's 'Of needles and haystacks',[40] which reviews the problems of information work and describes how Euratom's computerised co-ordinate system has been designed to answer these problems. Mechanised isar systems of all kinds are much in evidence: S. Artandi has surveyed automatic indexing systems[41] which attempt to select automatically from documents elements which can be used to indicate document content—the major problem being how to select the most representative items; W. H. Carlson's

* Acronym for 'information storage and retrieval'; see *Assistant Librarian*, April, 1964.

'The Holy Grail evades the search'[42] is a very readable article on the present relationship between machine isar systems and traditional library methods. The 'Holy Grail' being '... a finding device which will quickly and easily locate, in a uniformly applicable system, any needed book, (or) page in the book...'; while F. W. Lancaster presents a more optimistic picture of possible automatic systems,[43] and S. E. Furth considers that mechanised isar has been made easy by I.B.M. developments—he is 'Applications and Account Planning Manager' at I.B.M.'s Data Processing Division.[44] G. Salton suggests that automatic isar systems can be improved by incorporating in the set of index terms used for a document elements from citing articles and other papers by the same author. Research done so far does not prove the validity of this idea but suggests that further research is warranted.[45] One would think that the automatic indexing of proper names was one of the simpler problems in indexing, but S. Artandi shows that machine indexing in this field is not yet competitive with manual methods.[46] Reports of individual applications of mechanical isar systems are fairly numerous: the computer firm Burroughs Corp. produces an internal publication 'Abstracts of Computer Literature' and the preparation of the indexes is done by computer; the procedures are described by S. P. White and J. Walsh[47]; 'Rapid information retrieval'[48] describes the Eccetron microfilm storage and retrieval system used by the Bureau de Recherches Geologique et Miniere; and MEDLARS is once again the subject of an article in the Bulletin of the Medical Library Association,[49] in which S. I. Taine comments that 'The subject heading base, more than any other factor, will probably determine the degree of satisfaction of the MEDLARS clientele'. Medical isar systems are the subject of two further articles: V. A. Newill reports on the research and development of medical information retrieval projects[50] and A. J. Goldwyn describes the W.R.U. C.D.C.R. pilot study for the Communicable Diseases Center on 'vector borne diseases, zoonoses and mycoses'[51] (better grab that medical dictionary). Another C.D.C.R. member reports on a pilot information service for educational research materials, sponsored by the U.S. Bureau of Education.[52] The idea of citation indexes dates back to the early 'fifties but impetus has been given recently by the establishment of a Citation Index Project sponsored by the National Science Foundation and the National Institutes of Health. An article by E. Garfield and I. H. Sher describes this project and possible uses of citation indexes.[53] From the world of automatic isar systems to the more mundane world of cataloguing may be thought a big step, but there are some very interesting developments going on here too. The computer entered the field some time ago and has led to a revival of the book catalogue. Unfortunately, the library profession in this country seems to have ignored altogether the possibilities for improved reader services and increased co-operation which machine-produced catalogues open up. The only project of which I have any news is the union catalogue of learned libraries in Cambridge and even this is not published information,[54] but in other countries, particularly the U.S., the idea is becoming widely accepted. Indicative of this is the 'Columbia-Harvard-Yale computerisation project'.[55] The N.S.F. has given a grant of $61,755 to the medical libraries of these universities to develop a high-speed computer system 'to replace the cumbersome card catalogs'. According to a statement from the three librarians involved: 'The sponsors feel that the computerised catalogues will be the next major step towards increased speed and completeness of library services following the nineteenth-century introduction of the card catalog and the abstracting and index journal.' The Itek Corporation has developed what is described as a 'computer-

like device designed and built especially for cataloguing automation'; the machine, called 'Crossfiler', involves the use of a tape-typewriter, the natural manipulations of which (i.e., carriage return, spaces, and tab. shifts) are used to indicate the layout of entries. The resultant paper tapes could be used not only on 'Crossfiler' but also on any general-purpose digital computer. The cost per card set (seven cards per set) using the device to 100 per cent of its capacity is estimated to be 82·7 cents, which compares with $1·93 for typed sets.[56] The tape-typewriter plus 40 column I.C.T. punched cards is applied at the Commissariat a l'energie Atomique to produce bibliographies;[57] and R. C. Jones describes 'A compact card catalog: being a printed book catalog by photographic process'.[58] The title of F. Heinritz's article 'Book versus card catalog costs' should not mislead anyone: in fact it is a comparison of the card and book forms of *Engineering Index*, both from the points of view of producing and using the *Index*. On this basis the cost of the book form is $178·99 per set, while that of the card set is $802·94[59] K. A. Thomas describes the use of I.B.M. punched card accounting machines for the production of map catalogues. The advantages claimed are '(1) accurate and detailed listings can be prepared by an automatic process; (2) a map or maps can be located rapidly by an automatic process which is not subject to error, (3) the complete catalog is compact and always accessible, consisting, merely of a deck of cards which can be held in the palm of the hand'. The article includes a summary of the coding used to symbolise map characteristics.[60] More cataloguing costs are dealt with by H. R. Storm in 'Further costs of card reproduction',[61] which gives more information on costs at the Madison Public Library —earlier information was given in the Fall 1962 issue of *Library Resources and Technical Services*. For those who have not yet got the idea of the *B.T.I.* (and from the correspondence in the *L.A.R.* these seem to be legion), E. J. Coates describes the aims and methods of the index yet again.[62] There is very little on classification this time; maps are once more the subject in D. G. Datta's article in *IASLIC Bulletin*,[63] which reviews a variety of schemes; and P. Biskup reports on classification in the U.S.S.R. and the development of the uniform classification of 1959 on Marx-Leninism lines.[64] Finally in this section E. Wåhlin sets out 'Principles for a universal system of classification based on certain fundamental concepts and an outline of a variant adapted to technology'.[65]

General applications of machines. Some general applications of machines are described by J. Roger,[66] C. D. Gull[67] and in 'Costs of data processing in university libraries'.[68] The use of an I.B.M. 1401 computer in circulation control is described by R. W. Gibson and G. E. Randall, unfortunately without mentioning costs,[69] and L. G. Vagianos describes some of the applications of Xerography.[70]

Periodicals. The usually quoted figure for the output of scientific and technical journals in articles on the 'literature explosion' is 50,000, but this will have to be revised as a result of a census conducted by the Library of Congress. This reveals that there are 35,000 plus or minus 10 per cent. The U.S. leads the field with 6,200 while the U.K. and the U.S.S.R. are joint fifth with 2,200.[71] We can't get away from machines even in this section: two articles describe respectively the use of punched card equipment[72] and computers[73] for the control of periodical records.

This article contains about 30 more references than the first: this is due to two factors—first, it includes some items missed last time, and secondly it includes

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unpublished reports. I hope that it proves useful to students and I would be glad to receive any comments or notes on items I have missed.

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YOUR LETTERS

Special Library Views on Education

The April 1964 issue of *The Assistant Librarian* contains a symposium on library education and comments are invited. I should like to comment on the choice of contributors, which can hardly be called well-balanced: three public librarians, one university librarian, one library school lecturer (whose views must be very well known by now) and one library school student. One might almost say that the views of special librarians had been completely ignored, but we must be fair: Mr. Wood accepts their existence and points to the possibility that Aslib may be forced to split our profession and promote its own examination; forced, in part, by the A.A.L.'s reluctance to acknowledge the existence of special librarians!

My own views on library education have been set forth in a letter published in *Aslib Proceedings* as well as in various issues of the *Record* (in Special Library Notes). I would gladly have enlarged on these had I been approached, but I am no longer a special librarian and there are many others still in that field (some of them leading lights in the A.A.L.) who must have equally forthright views. The A.A.L. really must wake up to the fact that librarianship and public librarianship are not synonymous terms.

K. G. B. BAKEWELL, *Senior Assistant Librarian, Liverpool Public Libraries.*

I am pleased to be able to reply to Mr. Bakewell's letter concerning the Education Supplement. Knowing him personally, I am aware of his interest in and enthusiam for special librarianship; an enthusiasm which is shared by many other members of the A.A.L.

The contributors to the Supplement were selected with a view to having a well-balanced symposium on professional education. However, Mr. Bakewell is not in a position to know that two special librarians were approached for their comments on the subject. One politely refused and the other did not reply. Since this particular Supplement was different from the normal pattern, there was no time available to continue sending out requests for contributions. If Mr. Bakewell consults page 16 of the Supplement he will see that advertisements have been inserted on the area which ought to have included the views which he is concerned about.

Concerning Mr. Dudley's views on study and teaching methods, I felt that these were worthy of a place in such a Supplement, since, although they may be well known to those from the Greater London area and to those who have been connected with the North Western Polytechnic Department of Librarianship, they are not so well known throughout the rest of the professional world *through their appearance in print.* It might be noted that Mr. Bakewell's views are documented.

W. M. WATSON, *Editor, Education Supplement.*

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The Assistant Librarian



Official Journal of the
Association of Assistant Librarians

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THE ASSISTANT LIBRARIAN

Official Journal of the Association of Assistant Librarians
(Group of the Library Association)

Editor: Peter D. Gann. *Associate Editor:* Tom Wilson

Central Library, The Priory, Church Hill, Orpington, Kent

Vol. 57 No. 7 July 1964

CALCUTTA UNIVERSITY CENTRAL LIBRARY

THE RIGHT WAY TO PUBLICISE

We know in our hearts, or should know, that libraries perform a most important service in the world today; the problem of publicity is how to make the rest of the world realise it too. Even an avalanche of public relations handouts is unlikely to produce the answer.

National Library Week, which Mr. Gardner mentions on 'The President's Page' in the May *Library Association Record;* generously acknowledging the part played by the A.A.L. in reaching the agreement to hold this event; will have a much greater impact. No doubt it will be well reported in the Press, if the other news of 1966 is not too urgent; and 'hard work and imagination' at national *and* local level will help to plant the idea of libraries firmly in the public's mind.

But even better than this is Mr. Gardner's idea of a World Literacy Year, reported in May's *Liaison.* This is an idea to capture the imagination. The part which libraries can play in world development, given the chance, is really outstanding. If we can help to satisfy the hunger for knowledge in the underdeveloped world, we can feel the equal of any doctor or architect. After all, ideas come first, then words, then deeds. And ideas come from books: our business.

Local Level

At a more local level, the library profession can help itself and the public by using its special skills to produce books to help them. 'How to find out in mathematics' by John E. Pemberton, B.A., F.L.A., of Liverpool Public Libraries, is such a book. This is a solid and impressive work (Pergamon Press, 12s. 6d.) But there is also a need for less substantial compilations, as shown by the fact that a 1s. 6d. glossary on 'Local hauntings', produced by Keith Harry and Mark Child, two Swindon Librarians, is likely to go into a third impression.

This was reported in *The Guardian* of 21st May. On the same page another article, headlined 'Libraries to help face solitude', highlights the importance of books in people's lives. All the yachtsmen entering the single-handed transatlantic race for *The Observer* Trophy found room aboard for a shelf of books—hardly less important than food, water and navigational equipment.

Oh, Unkind Publicity! or A.L.A. = American Library Association

Following Mr. Hoptrough's letter in the April *Assistant,* the Editor wrote to the Secretary of the Clarendon Press and drew his attention to this criticism of the *Concise Oxford Dictionary* (and also contrasted Oxford's practice with that of Messrs. A. & C. Black, who include both F.L.A. and A.L.A.—British meaning only—in the list of abbrevations in *Who's Who.*)

The Secretary replied: 'Thank you for your letter of 9th May about the abbreviation A.L.A. in the *Concise Oxford Dictionary.* Our List of Abbreviations

was never intended to be complete but merely to include those in reasonably current use. I would agree, however, that there is a good case for the inclusion of this one and I shall write to the editor accordingly.'

DIVISIONAL NEWS

Greater London Division

BARRY AND THE BILL

The following is reprinted, with permission, from *The London Librarian*, the journal of the London and Home Counties Branch and the G.L.D., for April 1964:

After the [Branch] Annual Meeting, Mr. H. D. Barry, Secretary of the Library Association, spoke on 'The Business of the Association' and he soon made it clear that during recent months that business had been very largely bound up with the Public Libraries Bill. It became apparent for the first time to most of those present how great had been the part played by the L.A. behind the scenes, and how effective the Association's activities had been.

Mr. Barry began his history with the recommendations of the Association to the Roberts Committee, which had weighed so heavily both with that Committee and with the Ministry of Education in the eventual drafting of the Bill. During the period of waiting after the publication of the Roberts Report in 1959, Mr. Barry had led delegations of L.A. Councillors which waited on the Minister of Education and on the education committees of the Conservative, Labour and Liberal parties. In the course of their discussions our representatives successfully urged that the Minister should assume responsibility for the *development* of the Library service and that there should be a ten-yearly review of the way in which smaller library authorities were exercising the powers granted to them after enquiry by the Minister. The enhanced status of the Association was reflected in the preponderance of professional librarians on the two working parties which the Minister subsequently appointed. During 1960 the L.A. was also active through its branches in enlisting the support of local members of Parliament. Of the eighty or more who were interviewed, fifteen showed real interest in the Association's viewpoint, and this nucleus grew to twenty-six members of all parties as others were found to be sympathetic. A special committee of the Council was appointed to consider further developments as they arose.

With these preparations completed, it was a disappointment that there was no reference to new legislation on Public Libraries in the Queen's speech in November. The Bill was, however, published and given a first reading on Monday, 27th January. A meeting of the Special Committee was called for Thursday, 30th January, and the views of that committee were promptly communicated to each of the twenty-six M.P.s, and to the education committees of the principal parties. The Committee urged the desirability of imposing upon all library authorities the duty to appoint a Chief Librarian and a Library Committee—by repealing the 1919 Act the Bill would leave this to the discretion of authorities. The Committee also regretted the inadequacy of the government grants proposed in the Bill. In place of the 50 per cent grant to the N.C.L., they urged the 100 per cent support which had been asked for by Mr. Hutchings in his reservations on the report of the Working Party on Co-operation; they asked for government support for the great regional reference libraries, grants towards the expansion of important special collections, and a contribution towards the cost of meeting demands due to the expansion of higher education.

Before the second reading on 5th February, Mr. Barry was busy at the House of

Commons, lobbying M.P.s, explaining the Association's views, and urging, among other things, the need for better salaries for librarians. In the ensuing debate five members spoke on matters raised by the L.A. Committee, and the underpayment of librarians received some publicity.

In his reply to the debate, the Minister of Education agreed to add £25,000 to the fund at the disposal of the Victoria and Albert Museum for purchasing works of art for local authorities, and to include purchases for libraries among its uses. He also agreed that librarians should be better paid, but alas had no power to do anything about it. On grants to the N.C.L., he adhered to the 50 per cent recommended by the Roberts Committee, he made no comment on the other grants asked for by the L.A., and declined to require library authorities to appoint chief librarians and library committees.

The next step will be the Committee stage, which has been delayed until mid-March—a delay which could have been fatal to the Bill had a March election been decided upon. The views of the Library Association have now been impressed upon the members of the Standing Committee to which the Bill has been remitted, and there are likely to have been further developments by the time this report appears in print.

* * * *

When Mr. Barry was appointed Secretary of the Library Association back in 1959 it was said that his previous experience of Parliamentary business would one day stand us in good stead. The day has now come, and he and the L.A. Council deserve all possible credit for their preparedness, for the positive action they have taken and for the considerable success they have achieved.

A.C. JONES

(*Mr. Jones is Deputy Borough Librarian of Paddington, and was at one time editor of* The Assistant Librarian. *The editor of* The London Librarian *is Gawan Vesey, B.A., F.L.A., County Branch Library, Clay Hill, Bushey, Herts.*)

A **G.L.D. Visit** to The Press at Kingswood (William Heinemann, Ltd.) Kingswood, Surrey, is being arranged.

This includes the factory at Crawley where the famous photo-setting department is situated. Coach leaving Baker Street at 1.30 p.m. on Wednesday, 12th August. Will those interested please write to Tony Shearman, Central Library, Manor Park Road, Sutton, Surrey *as soon as possible.* Tea will be provided.

Kent Division

A BREAKTHROUGH IN CHARGING SYSTEMS?

Kent News Letter for April reports what might be the breakthrough in book-issue methods for which so many have been waiting, under the heading 'Gravesend eliminates that queue'. Mr. Moore, the Borough Librarian, has evolved a charging system which, whilst it entails only a small initial outlay on equipment, is nevertheless simple to introduce and effective in operation.

First, all books issued in one week are stamped with the same date of return. In order to spread the load from Saturday, the day chosen for date of return is Tuesday. Secondly, the book tickets are simply arranged in the order in which they are issued. In this way all the books taken by one reader are together instead of being spread throughout the issue as in other methods where accession number or author order is used.

The stamp used shows not only the date of return, but also a running number corresponding with the order in which the tickets are filed. This sequence of

numbers is started fresh each week and as a result the numbers never run into more than four figures. Each time a tenth book is issued a one-figure guide is inserted and each time a hundredth book is issued a two-figure guide is inserted. When a book is returned it is necessary to look first for date of return and then for number of issue. For example to find:

18 FEB. 64—2468

First find date, then guide 24, then guide 6. Under guide 6 will be 10 cards and as 8 is known to be next to the last one you automatically look at the back of the sequence. If this reader returned four books they would be together at 2468, 2469, 2470, 2471 and it is only necessary to look at one place to find all four tickets.

As most books returned come within three date groups, most books being kept out no longer than three weeks, the date group takes no time at all to find. The numbers being clearly guided are also very quick and simple to trace. Not only has it been found that this method speeds up the checking off of returned books but it has also reduced the number of queries caused by misfiling of issue. The filing in order of each day's issue is completely done away with as tickets go automatically in order as they are issued.

In order to obtain statistics of annual issues a count is made on one day each week: Monday one week, Tuesday the next, Wednesday the following, and so on. At the end of a given period reasonably accurate statistics for issue figures can be compiled.

The advantage of having all books taken by one reader together is again evident when overdue cards come to be written and the number of cards sent is in this way reduced.

One disadvantage is that the stamp uses up more space on the date label, causing the label to need replacing more frequently. To counteract this, Mr. Moore has designed a label three times the original width. This is perforated into three sections and folded to the original size. When the first sheet is used up it is torn off at the perforation. The second sheet is then used and torn off, leaving the final sheet to be used. This reduces effectively the replacing of date labels.

Reserved books cannot, of course, be stopped in the issue but have to be watched for by staff. It has been found that, by training staff to acquaint themselves thoroughly with the reservation lists, reserved books are actually being found more quickly than formerly.

The only equipment required for introducing this system was the stamp giving the date and automatically changing number, a supply of numbered guides and the newly designed date labels.

(*The above is reprinted with the permission of the editor of* Kent News Letter, *Miss J. K. Page, A.L.A., County Branch Library, Coldharbour Road, Northfleet, Kent; and with the approval of E. N. Moore, A.L.A., Borough Librarian, Central Library, Windmill Street, Gravesend, Kent.*)

Scotland Division

The Guildsman, bi-monthly journal of Glasgow Corporation Libraries Staff Guild, was reprieved recently from a serious threat to its existence. The magazine was begun in January, 1960 to keep 'the staff informed not only of the activities of the Guild, but of what is going on in the service in general.' With this in mind, there have since been reports in nearly every issue on A.A.L. meetings, as well as on Scottish Library Association and Nalgo activities of interest to the library staff in Glasgow. It is a proud claim that news and events have usually been published in *The Guildsman* before appearing in more frequently published

journals. One example was the 1963 Aberfoyle Conference on the Public Image of Librarianship organised by the West of Scotland Division of the A.A.L., a full report of which was published in *The Guildsman* several weeks before any other journal. This has been done by constant forward planning of publication dates to follow immediately upon events. It has been carried out so successfully that on more than one occasion important news has appeared in *The Guildsman* within twenty-four hours of its becoming available.

In the last few months, under the pressure of so many other staff activities, it had become increasingly difficult for the production team to give their time at such short notice. It was reluctantly decided, therefore, that rather than allow the magazine to degenerate by degrees into an infrequently appearing 'news-sheet' carrying information already known to its readers, it would be better to stop publication altogether. This decision was barely announced when offers of help from many members of staff was received and after several rounds of talks a new lease of life has been afforded *The Guildsman* without interrupting the publication programme.

ROBERT GRAHAM, *The Mitchell Library, Glasgow.*

DURHAM, 1964—THE A.A.L. AND CENSORSHIP

Watched by the world (well, Bill Smith and Roy Oxley were interviewed on both T.V. channels in N.E. England and the main speakers were reported in at least three national newspapers, to say nothing of the *Bookseller*) over 150 librarians got down to examining censorship as it affects literature and also such media as broadcasting, the stage and the cinema. Also present was a foreign lawyer doing a thesis on censorship.

While not wishing to censor a report on the Weekend, it was not possible for the writer to be in more than one place at a time, so this article is mainly concerned with impressions of what the three main speakers said. Left out are two social evenings, sight-seeing in a lovely cathedral city in very good weather, a visit to Durham County Library headquarters, the dinner and civic reception (the Mayor gave us the tip that Durham pubs stay open until 11.30 if you hire a sandwich after half past ten) and those late-night get-togethers that go on and on.

T. S. Broadhurst, M.A., F.L.A., of Liverpool University Library, discussed why books are censored, the types of books (seditious, heretical or obscene) and legal measures. The Victorians believed that the new reading public should be protected against itself. If left to themselves, they believed that people would choose the worst.

In describing obscene works, one should distinguish between those like *Fanny Hill* which have incidental literary merit and literary works which contain integral obscene passages. In the days when the Stationers Company had to license books *before* they could be published, sedition and heresy were the main evils to be prevented. Morality at the time was the business of the Church, not the State. Later on, the dictum that subjects, as opposed to the treatment of them, could be obscene, held to the banning of works on birth control and such novels as *The Well of Loneliness*. The 1959 Obscene Publications Act is designed to safeguard literary merit. It converted judges' law into statute, but the banning of the *Ladies' Directory* (a list of Soho prostitutes) showed that the Courts claimed residual powers to safeguard the moral welfare of the state.

Bill Smith, F.L.A., Editor of *Books and Bookmen*, spoke about censorship in arts other than literature: films, the stage, and T.V., as well as books. The first conducts its own censorship: the British Board of Film Censors, although the

right to allow a film to be shown or not still rests with each local authority. It has some strange abuses, e.g. some film makers try to get an X certificate for the publicity.

Plays are censored by the Lord Chamberlain. Since 1958, serious treatment of homosexuality is allowed. Censorship does protect the play from prosecution and prevents the financial loss involved if a play is taken off; but it may prevent plays from being written which should have been written.

B.B.C. Television producers are put on their honour to discuss doubtful items before-hand. The I.T.A. looks upon itself not as a negative censor, but as having a positive, almost editorial function. Adverts are subject to strict rules, e.g. smoking adverts must not appear until late at night. The I.T.A., unlike the Lord Chamberlain, will not meet authors to talk things over. A pressure group, to prevent violence in T.V. plays, has been started by one lady. There is danger that in deference to public pressure, T.V. may show non-offensive programmes all day long and lapse into cultural stagnation.

If censorship did not exist as at present, it would be up to the local police forces to take action where necessary, under the laws of public decency. The police acting as censors would be even less desirable than the present state of affairs.

Behind the Iron Curtain only such works as do not conflict with Communist ideology are allowed. This can lead to false impressions being created in, for example, an English language primer in which, incidentally, a 'typical' English working family is described.

In the Free World there is an example of international censorship as exercised by the Vatican. The attitude is that the opposite point of view should not be read, except in special circumstances, e.g. by students in the course of their studies.

On the other hand, the official Catholic view* in this country (as ascertained some years ago when a special issue of the *Assistant Librarian* entitled 'Challenging Mrs. Grundy' appeared) is that a Catholic public librarian should not allow censorship in his library, but should point out to a Catholic known to him that moral judgment would be required in certain cases.

This excellent advice contrasts with the practice of a certain library where a booklist on Family Planning prepared by a junior member of the staff was censored by a senior member, and all books liable to give offence to Catholics removed. One of the senior staff of this library is a Catholic.

In France, anti-de Gaulle books and in South Africa, anti-apartheid books have been censored. In America there have been 'nutty' cases, where, for example, a book with black and white rabbits on the cover was banned in Alabama.

In New Zealand a tribunal has been set up, which can not only ban a book, but can also prohibit newspapers from reporting the ban; although book trade and library periodicals can report the ban.

Pressure from advertisers is another form of censorship. How few motoring correspondents really criticize a car, for example? Jessica Mitford's book, *The American Way of Death*, was not mentioned in Los Angeles papers, which carry extensive funeral adverts. A British woman journalist said that she dare not recommend a 1s. 6d. eye shadow as being better than more expensive makes in case the advertisers objected.

The abuse of the law of libel is another form of censorship. Often even if

* Richards, V. P. 'The Catholic point of view'. *Assistant Librarian*, Vol. 49, No. 12, December 1956, p. 198.

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author and publisher are willing to fight, the distributors will not handle a book if threatened with proceedings.

One unexpected result of the censorship dispute is that, now it is legal, a certain four-letter word has sales value. A publisher is reported to have accepted a promising manuscript on condition that this word, not in the original, was inserted. There may be a Puritan swing of the pendulum as the result of this trend.

Mr. T. E. Callander, F.L.A., Chief Librarian of Croydon, spoke from the point of view of the practising librarian, though he mentioned in passing, as was appropriate at an A.A.L. gathering, that years before he had taken over the respectable *Library Assistant* (as this journal used to be called) from Seymour Smith and so altered it that it has never recovered!

Mr. Callander said that although he believes in the citizen's right to his own opinion, and denies the right of a group to impose its views on non-members, he is no longer content with Pure Doctrine, without soda. He does not want to be nicked. This is not so much to save his own skin; but that the library is better served by avoiding such issues than by facing them.

Press discussions of censorship should be avoided. (The newspapers quoted this bit, or course.) Bigots will rise up to attack the library, but liberal-minded people usually remain silent.

Mr. Callander was more bothered by *standards*. He would not have books below a certain quality. He disliked cranky books. One book he would not stock because it was suggested by a pressure group who wished to use the library for propaganda purposes.

These addresses were followed by discussion groups. Grey College provided a perfect setting for the Conference. Accommodation and meals were excellent, and

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The Heritage of the English Library

RAYMOND IRWIN

Professor Raymond Irwin here continues his studies of the history of libraries which he began six years ago in *The Origins of the English Library*. His particular interests are in the social and intellectual background against which libraries have prospered, the roots in the classical and medieval periods from which they have sprung, the continuity of the library tradition from Aristotle to the present day, and its close association with the progress of education and scholarship. 35s.

ALLEN & UNWIN

there was a marvellous view across the river to Durham Cathedral and Castle. Tom Featherstone and Roy Oxley deserve congratulations on their organisation ability; and on the very attractive brochure which was prepared. We could, however, have done without some of Roy Oxley's introductory remarks: 'Come on, Ron, stand up.' 'He *is* standing up, ladies and gentlemen.' And the aggrieved protest from Ron Surridge that this well-worn wisecrack should be strictly reserved for W. Howard Phillips. For several A.A.L. 'Week-end School personalities', as the brochure describes them, Roy Oxley's introduction provided moments embarrassing enough to tell Wilfred Pickles. It should have been banned!

YOUR LETTERS

Loyalty to whom?

I am not without experience of the sort of thing which appears to be troubling A.L.A. North-West (May *Assistant* p. 87), although I hasten to add that when I included disloyalty in my own potted biography as one of my hates I was thinking in terms of working with others in promoting the interests of the A.A.L. and its members.

Loyalty can be a personal quality highly to be prized but it may also be the resort of the cowardly or the incompetent. The true variety may never be bought for payment (not even for salary!): it must be deserved by the person to whom it is given. I have no more time for the worm who is 'loyal' so as always to have someone else to fall back upon than I have for the person who repeatedly goes out on a limb in pure self-interest.

The loyalty which is owed to one's superiors and colleagues generally as part of a code of professional behaviour is rather different because it is the child of necessity. Conflicting loyalties such as those 'A.L.A. North-West' describes can never be satisfactorily resolved whilst he (or she) remains with the same authority. My attitude in the circumstances would be to interpret my instructions as generously as their terms allowed in dealings with readers, telling my superiors as the occasion arose the reasons why I did not agree with their policies. Done privately and in good faith, I have never known such action to engender anything but mutual respect between reasonable people.

The basis of a policy in local government cannot always be made obvious even to the junior professional staff who are administering it. The Chief Librarian in 'A.L.A. North-West's' authority may be experiencing the same tensions as he (or she) is concerning his duty to the Committee and to his readers. He is entitled to demand that his instructions are carried out by his staff, but if he wishes their support he must earn their confidence.

Blind loyalty is no use to anyone with an honest purpose. A re-reading of Polonius in Hamlet (Act I sc. 3) gives excellent advice on personal relationships.
JOHN HOYLE, *President.*

Your correspondent, 'A.L.A., North-West', and others may like to know that the whole question of professional ethics is under consideration by the GLD Committee at the moment. It may be that there is a need for a code of professional conduct and members of the committee would be interested to receive evidence of such a need. If anyone does feel strongly about this perhaps they would write to the Hon. Secretary, G.L.D., Finchley Public Libraries, 9–13 Hendon Lane, N.3. All letters would of course be completely confidential.
A. P. SHEARMAN, *Chairman* JEAN NICHOLSON, *Hon. Secretary.*

'NEW IMAGES BEGIN AT HOME'—A Tribute to Chaucer House

I should like to pay humble tribute personally to the Chaucer House library staff. Without their unfailing, prompt, most courteous help, I could not possibly have followed courses of study or entered for examinations. I speak as one who makes exhaustive demands on libraries of several kinds in several places. Both by post and in person the service from Chaucer House has been not merely impeccable but also supererogatory. I should be failing in gratitude if I did not write to you to say so.

To adapt what a *Times* fourth leader once said of car-drivers: today any fool can criticise, and too many do.

(Miss) M. HUTTON, M.A., *Birmingham* 13.

Miss Adams and Miss Jackson reply

The defenders of the Library Association library have a loud bark but mainly up the wrong tree.

Our criticisms were based on impressions gained over several visits to Chaucer House, not on a single incident. On the occasions when the assistance of the staff was sought we were hoping to receive some form of reader's advisory service.

We still consider that the service in the L.A. library is of a poor standard, but at least, thanks to Mr. Lovell, we now know the reason why.

CELIA ADAMS and WENDY JACKSON, *Students, Ealing Technical College.*

FOOD NEWS—Mr. Palmer's Doughnut

After sighing over: '. . . the successive areas of *alien, penumbral, umbral, penumbral, alien* items' in 'Itself an education', page 62, what a shock to read the simile: '. . . rather like a doughnut with jam in the middle'. My wildest dreams did not allow for a book on classification making my mouth water!

Unfortunately APUPA will always mean jam doughnuts to me now, which probably proves that I would not make a good library classificationist.* Never mind, does anyone want a classification scheme for a cake shop?

NORMA ALLEN, *Brighton Library School.*

Tripe—at 3d. a slice

It is just over a year since the virtues of librarians who were 'still peddling tripe' were being extolled in the *Assistant.*

In the House of Commons recently a group of M.P.s, in supporting the principle of a 'Paying for books' amendment to the Public Libraries and Museums Bill, talked openly about 'the indiscriminate reading of public library readers'. In the name of an improved library service, it was claimed that a charge of 3d. for each loan might compel the public to use the service 'in a more discriminating way'!

The profession might benefit from comparing this 'image' of public librarianship, for which *we* are responsible, with the ideals upon which the library service in this country was founded over 100 years ago. Edward Edwards, the father of British librarianship, visualised well-stocked libraries provided out of public funds as colleges for the working man, as cultural centres of the community, centres of information, of literature, of learning—universities where books would be the teachers, where every man and woman could, if they wished, benefit

(* Do not despair, Miss Allen, even Dewey himself started by classifying his mother's pantry. PALMER, B. I. Itself an education: six lectures on classification, 1962, is published by the Library Association at 16s. (12s. to members). Care for a mouthful?—Ed.)

from the accumulated experience and knowledge of others. He pictured a comprehensive collection of books in all languages, on all subjects, available for free use, books selected without fear or favour, without political or religious bias, none excluded and none censored.

Younger members of the profession, on whom the future of public librarianship will depend, should decide now which 'image' they should foster: On the one hand, a library as a storehouse of knowledge and an instrument of self-education; on the other, a sorry compromise resulting in a sort of circulating library, in which (as one M.P. claimed) 70 or 80 per cent of all borrowings are merely books of an entertainment value.

W. HOWARD PHILLIPS, *Deputy City Librarian, Sheffield.*

The future of professional education

Mr. Lovell's article (in the April Education Supplement) is extremely interesting and thought-provoking and I am sure this was his aim rather than an objective presentation of the dull facts. May I present the rather uninteresting opposite view of Mr. Lovell's.

The five articles

(1 and 2.) Nobody has suggested that the schools be given a license to print their own diplomas, except the opponents of internal examinations. Adequate supervision would always be retained by the L.A.—or does Mr. Lovell not read Council bumf?

(3 and 4.) Lecturers do not select cleaners, we leave this to Mr. Lovell. Students are selected for their capacity for learning and a glance at some of the products of the schools will show that this judgment is as sound as that of practising librarians. Mr. Lovell will no doubt suggest that people succeed in spite of the schools.

(5.) Can theory and practice really be divorced? One can stamp a book without knowing the composition of the ink, but is it possible to deal effectively with a user's problem without knowing something of general bibliography, classification, indexes and catalogues. The medical analogy is not really true because many surgeons would make successful practising butchers since they have studied the general theory. Why have there been no questions on the Aslib/Cranfield project or I.F.L.A. cataloguing conference? Are these not practical librarianship, or has news of them not penetrated to Southern Yorkshire?

Paragraph 3. The Yorkshire myth of library school pressure reappears, perhaps indicating that Rotherham is a satellite of Sheffield. Dewey is used by 95 per cent of *public* libraries, which is not quite what Mr. Lovell said. We should remember too that according to the L.A. figures (*L.A.R.* March 1964) only 46 per cent of all chartered librarians are employed in public libraries.

Paragraph 4. The new syllabus is imperfect, etc. I think that Mr. Lovell, as an examiner, has been in a more effective position to remedy this than ordinary members of the profession.

Paragraph 5. If librarians require bookstampers, book-labellers, stokers and all the other semi-clerical-manual workers which many public librarians call EXPERIENCED assistants, then I suggest that they look to sources other than schools. If they want people who have enough knowledge to recognise and analyse existing problems and propose solutions based on the circumstances rather than the practice of a previous library, then the schools will supply useful members of any library staff.

Paragraph 6. 'Spoiled vocations' exist in all walks of life. One cannot do a great deal about the honest mistake anywhere. Librarianship *has* a high wastage *now*. If the new system fails then it must be changed. As the old system has failed so it has been changed—there is nothing revolutionary in this.

Paragraph 7. It is too late *now* to talk about 4 year courses. Mr. Lovell should have obtained support *before* the two year syllabus was organised. An 'integrated' sandwich course is regarded by many public librarians as a source of cheap labour. If a student does a period of counter bashing then he is obviously wasting his time although the employer has a bargain. If Leeds students 'hang-about' libraries during their practical periods they will soon feel the weight of several large feet.

Paragraph 8. Students are accepted as *people* who are potential *librarians* not 'male applicants with 3 A levels'.

Paragraph 9. 'Determined candidates with good brains' will always be given places in full-time schools. In fact the schools compete for these candidates.

Paragraph 10. Aslib (*not* A.S.L.I.B.) would find it very difficult to provide a certificate. It is not a professional body.

Paragraph 11. Many lecturers are worried about the organisation of examinations. Examining and teaching should be closely connected. This is a fact which is true even in Yorkshire. *Nobody* has objected to inspection of the schools or supervision of examinations. In fact, one wonders what all the fuss is about. The only people who will have extra work are the people who mark the papers i.e. lecturers. The good student will pass his examination whoever marks his paper, similarly the poor student will fail. The only person who will gain is the student who only just fails and his paper will be re-assessed by a corps of external examiners and assessors. Bless you Mr. Lovell, Mr. Bebbington, Mr. Taylor and Mr. Smith of Dewsbury.

TOM BRIMELOW, *Lecturer, Leeds School of Librarianship.*

The New Syllabus—A New Teaching Pattern

The present controversy about the new syllabus arises from the incompatibility of several principles which would all probably be accepted by almost all the disputants. They vary only in the importance they attach to the different considerations. What are these principles?

(1) Entrants to the profession ought to be 'educated' and 'trained' before they enter it. In this way, they will not have to spend years on boring routine tasks before they can expect to do professional duties. Writing tickets is no real preparation for reference work, advising readers—or even administration. Do we *want* the sort of entrant who will be prepared to work for years on menial tasks in the hope of one day doing something interesting? Also experience is only intelligible after education.

(2) But librarianship is a practical craft, and just as experience makes no sense without education, advanced study makes no sense without preparatory experience —not a few months flitting from department to department, but several years' responsible professional work.

(3) Graduates are a good thing.

(4) They ought to have to learn the same stuff as everyone else. Otherwise they are not truly educated in librarianship.

(5) You can't expect graduates to do more than one more year vocational training.

(6) What is the use of girls going to library school for two years if they are

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going to get married, and what is the use of anyone studying advanced librarianship (i.e. the *Finals* papers) if all they are ever going to rise to is an A.P.T. II post?

Is there no way of reconciling all these principles? I think there is. It lies in the fact that in the future, apparently, Intermediate is going to be sufficient in local government libraries for A.P.T. I–II.

The solution, as I see it, is for all entrants into the profession to go straight to library school from school or university, on a grant, and study for one year (not two) and take Intermediate. Let them then, if they pass, take up an A.P.T. I post in a library. It would be desirable, I think, if the practical side of the Intermediate course (and there must, surely, always *be* such a side) were tested as well as the theoretical side, by practical tests in cataloguing, classification, compiling of bibliographies, bibliographical tracing and elementary reference work. There would be ample time to prepare for this in the schools as the present Intermediate course does not really fill up a year's study and students have to be kept busy by teaching to a much higher level than is really required, compiling bibliographies, practical work, projects and the like. Also the temperamentally inaccurate or impractical student would be weeded out, and employers would know that at least applicants could *do* something as well as knowing something.

During the years spent in one's first post or posts one would gain the experience which is necessary as a background to Finals, and decide on the speciality one wanted to take up, if any. Girls might marry and decide to rest content with Intermediate, as might those boys who realised that they did not wish to, or were not sufficiently capable to, proceed above A.P.T. II.

Those that survived would then go again to library school, possibly on full salary, since by this time they would have proved their professional worth and would be in a position to be sure whether they were prepared to stay with their employing authority, which would, itself, be better able to know whether they were *worth* sending to library school.

As to graduates, let them take Intermediate like everyone else. Rather than being exempt from the basic grounding in the profession which is what they really need, let them be exempt from a number of papers in Finals—possibly as many as four in the case of good honours graduates. The remainder they could do by part-time study, assisted by revision courses of—say—a month's duration. After all the Final papers are supposed to be specialised papers. Non-graduates should do six in order to round off their education, but need graduates do more than what is necessary for whatever they decide (on the basis of experience) to specialise in?

If it were decided that this were the best pattern, and I think it is clear that it is, all the L.A. would need to do would be to allow only those with at least two years' professional experience in a library to sit the Final examination, and, perhaps, to set a lower age limit.

This scheme is *not* a sort of sandwich course. It is rather a question of giving the entrant a basic professional grounding and then throwing him in at the deep end. Those that swim and only those would be able to aspire to Finals and full affiliation. If we must always compare librarianship with other professions we could say that it is analogous to a doctor who has his professional education (much of it practical) and who then works as a houseman, a resident and a registrar before he can aspire to qualify for consultant status by a further examination.

D. N. JERVIS, M.A., *Student at Ealing Library School.*

(*Jim Davey, the A.A.L.'s Hon. Education Sales Officer, makes the following comments:*

The new syllabus is designed for an integrated course, so that *all* written exams could be disposed of by means of a two-year course. Many schools introduce students to Part II studies early in the course so that they can work up a specialist knowledge.

The profession doesn't want a crowd of 'near-qualified'—but unqualified—people who canter through Part I and stop. Teachers are not thrown on to kids after one year's training—they do three years, with practical work, and emerge as qualified.

I have some sympathy for the views on graduates. They *must* have some introduction to core subjects in Part I, and most schools recommend a preliminary term for this. I am inclined to agree that more could be chopped off Part II and Part I left in.)

The Wrong Name

Since no letters on the iniquitous N.J.C. recommendation appeared in the May *Record*, the statement in the April number is obviously intended to close the matter, but it does nothing except piece together in one place the serpent that has hatched from the egg of the new syllabus. By now it seems accepted that the L.A. knew what would happen and obviously decided that the majority of its members could be jettisoned in pursuit of that elusive status, which we hear so much about.

The attitude that we are being offered something for very little is the last straw. We are being offered what according to the L.A. we have already got, in reward for doing a lot more study. The root of the matter is that the new qualification should have been given a different name and it should have been stated that it was above the old A.L.A. Then everyone would have known what was happening.

The position of Associates has been radically altered by this ruling. Whatever the 'Purple Book' recommended, the majority of all graded posts, other than chief or deputy, were open to Associates, with only the limited number who went on to the Fellowship above them. Now all new Associates can go into the profession above them. To say that the situation is unaltered or that the old Associateship is not being devalued is just not true. One cannot debase a qualification already gained and awarded without creating utter chaos. It just is not done; but that is what it amounts to if new A.L.A.s are distinguished from old.

I realise that the L.A. did not make this ruling, but there is no need for them to countenance it. I believe that it is in their power to contest it and they should do so by every means. What right has anyone to differentiate between qualifications which the professional and examining body declares to be equal? The matter lies within their jurisdiction alone. Who could dare to be at variance with the Royal College of Surgeons or the Royal Institute of British Architects on such a subject?

It is interesting to follow the logical progression in comparing old and new qualifications from the N.J.C. recommendation. If an old A.L.A. equals Part I, then an old F.L.A. equals Part II, and a new F.L.A. is above an old F.L.A.! No one is safe.

Down with apathy and 'what use is it trying to do anything' attitudes! I call upon every member of the profession, whether personally affected or not, to write to the L.A. demanding that action be taken. This thing should be fought tooth and nail to the last ditch.

(Miss) PAMELA L. GOSLING, *Senior Assistant, West Greenwich Branch Library.*

ASSISTANCE TO STAFF: Short Notices

NEW ISLINGTON: the monthly news-sheet of the Islington Borough Council. No. 1, April 1964.

ISLINGTON PUBLIC LIBRARIES. Reference and Information Bureau. *Information News-Sheet.* No. 46, April 1964. Quarterly.

These two publications maintain the high standards of Islington's publicity services. *New Islington,* an eight-page leaflet edited by the Chief Librarian, contains nearly four pages of material from the Libraries department. This new publication incorporates the various information leaflets which have been published from time to time by the Council. Attractively printed in two colours, the leaflet is a model of what can be done to inform residents and ratepayers about the local services that are available to them.

Information News-sheet is now over ten years old, and your reviewer must declare an interest in that he was a very junior member of the Islington staff when this publication began. No one could, I think, deny the worth or topicality of *Information News-sheet.* This issue, for example, has *Resale Price Maintenance* as its main theme with subsidiary headings, *Finding out what the consumer wants, Consumer protection, Design and manufacture of mass-produced articles,* and *Selling Goods.* Designed in the first instance for the businessman, *Information News-sheet* is nevertheless the sort of publication which the smaller library would find useful for checking its own stock with the annotated subject book lists. It is a six-page duplicated typescript leaflet which appears on different colour paper each quarter. A bound set of them with an index would be a very useful (and colourful) bibliographic aid.

Both these publications are available free on application to the Islington Borough Librarian.

K. L. GIBSON, B.A., F.L.A., *Orpington Public Libraries.*

(Since this was written it has been announced that Islington Public Libraries have won an award in the John Cotton Dana Publicity Awards Contest for the third time in the last four years. The competition is sponsored by the A.L.A. in conjunction with the *Wilson Library Bulletin.*)

JOHN FREDERICK YEATES, 1921–1964

The news of the sudden death of John Yeates, Librarian of the States Library, Jersey, will come as a shock to his many friends and colleagues in the A.A.L. A member of the Kent Division Committee from 1953–1959, he became in turn Education Secretary, Secretary and Chairman of the Division. From 1955–1957 he was the Divisional representative on the A.A.L. Council; and in 1959, as Local Conference Secretary, he played an important part in the organisation of the A.A.L. Conference at Folkestone. He served on the Bristol Division Committee prior to 1953. In addition, he was for many years an A.A.L. Correspondence Course Tutor in "Assistance to Readers".

John Yeates was one of those who are the backbone of the A.A.L. Since his departure to Jersey in 1959, he continued to take an interest in the A.A.L. and its activities.

We offer our sincere condolences to his wife and children.

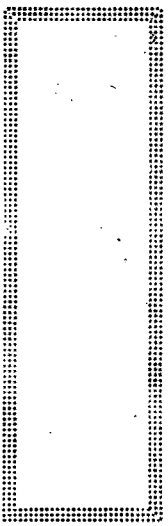
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THE ASSISTANT LIBRARIAN

Official Journal of the Association of Assistant Librarians
(Group of the Library Association)

Editor: Peter D. Gann. *Associate Editor:* Tom Wilson

Central Library, The Priory, Church Hill, Orpington, Kent

Vol. 57 No. 8 August 1964

INTERNALLY EXAMINE—YOURSELVES

There is a danger that, as was the case with the introduction of the New Syllabus, those who oppose the L.A. Council on the subject of internal examining by library schools will not make their views known until it is too late.

It is no use leaving things to other people, be they your chief librarian and senior staff, or the A.A.L. Council. If you object, say so loudly and often! You might think that you could gently go to sleep until danger signals flash in the correspondence columns of the professional press; but there is no guarantee that letters written to the professional press will even appear in print. They might be answered in private. This is bad. It means that subjects which should be thoroughly discussed by the profession as a whole are being considered by only a few. When it is too late, there will be an outcry and a great deal of bitterness.

At its June meeting the A.A.L. Council approved the principle of internal examining by library schools; but it is believed that there is still considerable opposition among the membership at large. It is no part of the purpose of this journal to lead a revolt against internal examining; indeed, the Editor agrees with the A.A.L. Council. But do you? Have you considered, for example, that in the future it may not be enough to go to *any* library school if you want to get to the top? There will not be one uniform A.L.A. throughout the country if each school sets its own examination without any central co-ordination.

At present, the L.A. is only proposing to allow internal examining in Part I (see *Library Association Record*, March 1964, p. 117); but it is the thin end of the wedge. Who can doubt that the library schools will be pushing hard at the thick end? So if you want to speak up against internal examining, do so now. Don't leave it to other people; and don't leave it too late.

DIVISIONAL NEWS

Yorkshire. Students with 'O' levels and F.P.E. are not being accepted by Loughborough Library School, according to the June issue of *The Yorkshire Librarian* (Editor: K. G. E. Harris, M.A., F.L.A., Central Library, Albion Street, Hull). At Leeds, the best students are selected from those who apply, irrespective of their particular qualifications; about half of the present batch qualified by F.P.E. The national position is that, out of 827 students at present at library schools, 125 are graduates, 312 have 'A' levels and 390 have F.P.E. Only 90 students entered the schools without some library experience. However, the A.B.L.S. is pressing for the Entrance Examination to be ended, so students may be well advised to sit for their 'A' levels in preference to Entrance.

THE STATE OF THE UNION

The Presidential Address to the A.A.L., given at Oldham, 2nd June, 1964

by JOHN HOYLE, F.L.A.

Like the Annual Report which we examine at our Annual General Meeting, each Presidential Address is a chronological milestone in the history of our Association.

Whether each successive President chooses to acknowledge the fact or not, I submit that his address will reflect not purely his own attitude to the subjects he chooses to discuss but that, directly or indirectly, he will be influenced in his choice of subjects and his opinions by the attitudes which he has encountered within his Association; he will give some clue as to where the Association stands in the march of professional affairs. To a greater or lesser extent he takes stock—in flying parlance, he should give us a 'fix' to indicate just how far we have travelled on or off our course.

I first thought of this title for my address in mid-air last September shortly after our now much publicised American Study Tour got under way. It seemed at that time particularly apt because of its American flavour, and in thinking about it still further recently I felt that it could well stand as a reference to our relationship with the Library Association which, because we are a Group of that parent body, pervades almost every aspect of our major policy.

There is nothing original about a President who considers that his year is the one which will be of crucial importance. I envisage 1964 as the year in which the two major and fundamental changes which the Library Association has made in its organisation since 1960 will begin to bear fruit and to affect the whole professional pattern. These changes are embodied first in the complete Reorganisation of the L.A. and secondly in the reconstruction of its Regulations and Syllabus of Examinations to provide for *normal* entry to the profession on the basis of full-time education over a two-year period: their purpose is, of course, to raise professional standards so as to maintain—and to improve if possible—the standing of the librarian in relation to his colleagues in local government and elsewhere.

The implementation of the 1964 Syllabus will, it is to be hoped, create a new vintage of librarian. It is equally to be desired that professional reorganisation will provide new bottles in which this wine can develop bouquet, sparkle and potency.

Professional Reorganisation

In beginning with the reorganisation of the profession, I do not propose to offer you a history of the relationship between the A.A.L. and the L.A. This has been done by men who have explored it more thoroughly than I have, notably by A. C. Jones in his A.A.L. Presidential Address for 1960.

By providing for the particular representation in our affairs of colleagues in National, University, College, Medical and other special libraries as well as those in public libraries, and by arranging for the opportunity to attend the Annual General Meeting to be afforded equally to all ranks as well as to all varieties of librarian, we have tried to integrate the profession and make it stronger. At Hastings in 1961 Mr. F. G. B. Hutchings, lately Honorary Treasurer of the L.A., described the new pattern as 'unity in diversity', and I think it is a fair description; but it will only work to the general good if as individual members we enter into its spirit and make it work. Those of us in the public libraries have

grown accustomed to thinking of ourselves as a large majority within the profession; it will have come to many as a shock to learn that as of a September 1963 census less than half (i.e., 46 per cent or 3,089) of the 6,619 Chartered Librarians are employed in public libraries.

The dilution which existed both within and outside the profession has been taken care of.

Lay institutional members, who were especially a thorn in the side of Special Librarians at the old-style Annual Conferences and an unfair influence on the franchise, are gone from the A.G.M. and with a few exceptions they have remained within the L.A. as Affiliated members. Happily, these members were not simply and brutally disfranchised as a class. Their representative associations, the A.M.C., the C.C.A. and the Urban District Councils Association, were as worried as we were concerning their state of permanent minority within the Library Association and they felt that they could no longer accept the continued publication by the L.A. of majority opinions to which they were often fundamentally and solidly opposed.

The other problem, that of the voting unqualified member (often disparagingly referred to as the 'giggling teenager'), was one about which the A.A.L. generally felt less anxiety, although it more directly concerned us. In a situation in which the large majority of libraries recruited all service staff at an educational level which qualified them to sit professional examinations and in which all assistants were encouraged to join the L.A., the A.A.L. felt very keenly that it had a duty to ensure that their 'taxation' carried with it the right of representation. It should be remembered that a considerable proportion of the Personal Members of that time could never be expected to qualify. They could not then, as now, necessarily be regarded as Student Members investing in their profession, and it was felt that, especially so long as Institutional Members had the vote, the unqualified assistants vote should be inviolate. Under the revised By-laws the non-professional staffs outside the new Syllabus are unlikely to see any advantage in joining the Association in the future; and the Student Librarian joining or re-joining after 31st December, 1966, will not be entitled to a *national* vote either at the elections or at the A.G.M. (Incidentally, I think that I should stress at this point the need to advise intending students of the importance of joining the Association at the earliest possible opportunity. The Regulations for approval of library service provide that 'Only service whilst in membership of the Library Association' qualifies. It is no longer politic for a student to wait until the examination is upon him before joining the L.A.)

The atmosphere between the A.A.L. and the Library Association during the 1960 Reorganisation was in the main genial and co-operative with a cordial understanding on both sides. The A.A.L. stood then and still stands upon the 1929 Agreement of affiliation. Except for such necessary adjustments as the 1937 suspension of certain of our rules which were held to conflict with L.A. By-laws and the abrogation of our representation on those L.A. Committees which do not now exist, the A.A.L. retains within the new Group structure the relationship with the Library Association established by articles 2 to 5 of the Agreement. Our Association has consolidated its position as a result of L.A. reorganisation to the extent of securing representation on the three new special interest Committees (Public Libraries; National, University, College and Medical Libraries; and Special Libraries), on the reconstituted Executive Committee and the Finance House and Membership Sub-Committee, and of course on the Education and Publications Committees which survived reorganisation. The A.A.L. representa-

tives on the new special interest Committees also have places on the L.A. Council, giving the Association an allocation of five seats in all, which means that there can be—and is at present—A.A.L. representation on every L.A. Standing Committee.

Since reorganisation, the A.A.L. Council has for its part tried to ensure that the persons occupying these seats will be able and qualified to contribute usefully in the work of the Committees and the L.A. Council as well as performing a watching brief. Our representatives receive considerable understanding, sympathy and good advice from time to time from seasoned members of the L.A. Council (including President Frank Gardner) who have themselves passed through the ranks of the A.A.L. In this respect they are more fortunate than their A.A.L. forbears who had to break the ground.

Education

So far as professional education is concerned, the problems arising from changes in the future pattern are numerous and often difficult. This is because their satisfactory solution sometimes depends upon the goodwill and co-operation of sundry autonomous and semi-autonomous bodies besides the Library Association itself. Although the L.A. will, presumably, always control admission to its Register in the last resort, it can only set the pattern and seek this co-operation. The ingredients of the controversy which surround the reform of professional education—constructive thinking, well-meaning prejudice, justifiable caution, vested interest and sheer reaction—make for a spicy pudding in the eating, and it is in this confection that the A.A.L. should be seen to stir its finger most actively in the next few years; the A.A.L. will fail sadly in its purpose if it does not continue to perform a major role and lead professional opinion during this crucial period in educational affairs.

Of course, in some respects it is not yet completely clear precisely what role the A.A.L. will be able to play. We are still taking a lively interest in the welfare of pipeline students and, although our attempt to persuade members of the L.A. at the London Annual General Meeting in 1963 to sanction two further examinations under the old Registration Syllabus did not secure the necessary two-thirds majority, we shall still seek to co-operate in other ways where we feel qualified to do so. One way in which we had thought to assist genuine 'pipeline students' who lived too far away from a centre at which classes could be held was to introduce them on a personal basis to those of our tutors who are no longer engaged on correspondence-course work. But tutors have not shown much enthusiasm and this is understandable because many were looking forward to the time when their services would no longer be necessary. Neither have we received many enquiries from students; I hope that this will prove to be an indication of resourcefulness rather than apathy on the part of those who may now find themselves in a difficult situation.

One of the most difficult areas in establishing rapport and co-operation in professional education is liable to be between the library schools and the working libraries. Communication between the schools and the Library Association is well established—indeed, many practising librarians appear to suspect that the co-operation existing between the L.A. Education Committee and the Library Schools extends to infiltration. The Association of British Library Schools has adopted as its policy the exchange of representatives with both the A.A.L. and Aslib and the library schools are well represented on L.A. Council. The *L.A. Record*, *Liaison*, the Press Officer and the valiant efforts of the Secretary notwith-

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standing however, it seems to be uncannily difficult at times to convey the implications of Library Association Council decisions to individual members—including individual Chief Librarians, a channel of communication one would have thought to be long established. The extent of ignorance concerning the implications of the new Syllabus after two years of publication and discussion in the professional press, for example, was truly amazing at last year's Annual General Meeting. There is always the faction which refuses to face facts and does not wish to understand of course but, allowing for this, in a profession which makes the dissemination of information its business, a surprisingly large number of members had either failed to assimilate details of the new Syllabus and Regulations, failed to act upon them or failed to communicate them to new staff. Are the Branch and A.A.L. Councillors working effectively in reporting back to their Committees? Could the A.A.L. do more to help? You may have your own views on this.

Co-operation in Professional Education

It seems to me that, as the elected executive body of an organisation consisting of many individual members who may be influenced in different ways, the Library Association Council may not by itself be adequate to the need for a professional forum in which all aspects of the many-sided problems of co-operation in education for librarianship can be adequately ventilated. An advisory council comprising representatives of such bodies as the L.A., the A.A.L., Aslib, SCONUL and the Association of British Library Schools could serve a very useful purpose in resolving at national level the many problems with which L.A. Branches are about to be faced in their areas. The A.A.L. Council has in fact recently proposed to the L.A. that the potentialities of a National Advisory Council for Education in Librarianship be explored. The immediate danger would seem to be that quite different working solutions to common problems will necessarily have been evolved to suit urgent needs at local levels before national arrangements can be formulated and put into effect; this is one of the best ways of ensuring a built-in resistance to acceptance of the ultimate general solution in my experience.

An example of the kind of problem which should be under discussion now is recruitment. The new arrangements will in time virtually transfer responsibility for the selection of professional staff from the chief librarian to the library school tutor, and it is alarming to realise that a proportion of the Student Librarians now being recruited by practising librarians will in fact not obtain a place at a library school. Also, since it is clearly undesirable that the sole criteria of selection shall be the candidates' previous academic attainments and their potentialities as successful students, practising librarians ought to have a voice in the selection process if this can be made possible. It seems reasonable to me that a plan might be conceived at national level whereby co-operation in the selection of school entrants can take place regionally on an agreed pattern which would not necessarily mean that a candidate for a school place would be obliged to attend the particular school at which the interview were held.

Another problem is that of ensuring that each library school student (who will be likely to have gone to college direct from school or university) will have access to approved and adequate practical training facilities during studies. I know of at least one library school which has already encountered difficulties in this respect upon approaching several chief librarians on an independent basis; the outcome in this case is that, for the present anyway, two large library systems will not be offering hospitality to students from this particular school because

no mutually acceptable arrangements could be agreed. On the initiative of the Association of British Library Schools, a plan has been drafted to which the A.B.L.S. and the Chiefs of the larger municipal libraries will be party. The Library Association's official views have not been sought initially, nor have the Chiefs of other types of authority been consulted. It may be that suitable arrangements may be arrived at eventually to cover all types of library, but I do not think that the unco-ordinated piecemeal method is the best approach.

There is also the problem of the Library Assistants' Certificate for non-professional staff which the Library Association—correctly I believe—has so far declined to accommodate among its professional examinations. If, as seems possible, the certificate is to be issued by individual colleges, surely it is desirable that such bodies as Aslib and SCONUL and the Library Association, whose professional members are likely to be interested, should have standing facilities for joint discussion with members of the Association of British Library Schools who would advise on the courses. It is significant that the L.A. Council agreed to finance an open meeting at Chaucer House to secure a general opinion on this problem. Its policy is likely to be precisely in accordance with the views which were expressed by the majority at that meeting.

My final example of areas which call for closer co-operation is the problem of when the Entrance Examination for staff recruited at five G.C.E. 'O' levels is to be discontinued. At the request of the Schools of Librarianship, the Education Officer of the L.A. is at present compiling statistics concerning the number of two 'A' level candidates enrolling for two-year courses; but the schools have the power, individually or collectively, to decline to accept 'O' level students who have passed the entrance examination if they so choose. This has in fact already been done by one school and another school is seriously considering the step. I hope the schools generally will not default in their responsibility to the profession by the independent exercise of their power in this way. Professional education is not an end in itself. The interests of our profession will be best served by securing an adequate supply of high quality librarians, but if the desirable standard of quality should not be immediately attainable we shall still need sufficient in quantity to carry out our work.

Internal Examining

One problem, the solution of which lies squarely between the Library Association and the library schools in the absence of a National Advisory Council, is immediately before us however; this is the proposal that schools should be empowered to examine their own students.

As a practising librarian, I suppose that it is natural that I am impressed by the fact that any proposals for internal examining by the Library Schools will be of the very essence. The single standard to which we all must at present conform in order to qualify for our profession determines the value of our working qualification. Delegation of the responsibility for examining in a form which would hazard any possibility of dilution of standards would be anathema.

In the past, my chief worries have centred upon the conditions in the schools themselves as much as on the difficulty of formulating acceptable regulations for internal examining. The schools' uncontrolled beginnings in the immediate post-World War II period without planned regard to suitability of accommodation or location imply the unevenness in quality and facilities which we and the teaching staff in them know at present to obtain. Because of the practical difficulty of alternating between teaching and practising, few of the present Heads of Schools

are able to lay claim to recent practical experience and, notwithstanding the comparatively attractive salaries which most library schools are able to offer, they do not currently seem to be attracting the high calibre of men and women with experience which one might expect. The lack of competition for such posts in some areas of the country gives grounds for disquiet.

Moreover, one must recognise that a school—particularly the smaller and less well-established school—has a vested interest in the examination successes of its students; in the interests of maintaining the total number of filled places at an economic level, it could be tempted to fail in its duty to weed out students who are clearly unsuitable; the right to examine students internally could lead to the adoption of a lower standard to conceal this. Mere mention of this danger has often provoked cries of 'Smear!' and 'Innuendo!' Yet the staff of one provincial library school has even expressed its misgivings concerning the adequacy of the Library Association's proposed safeguards!

My objections have amounted to variations on the theme of inadequate standards or total lack of them and the absence of any means by which the Library Association can exercise control. It may well be that under the Public Libraries Bill, should it become law, the Library Association's relationship with the Minister of Education will be less tenuous than it is at present. At the moment the L.A. can only withhold approval of the students' service counting toward qualification or, in the last resort, decline to elect individual students to the Register—strictures which are rarely, if ever, applied. We must ever be aware that it is the student who sets the standard in the end because there is a level below which the supply of qualified librarians cannot be allowed to fall if adequately staffed library services are to be maintained

I think it is fair to say, however, that, having accepted the principe of full-time education, the profession has committed itself to internal examining some time in the fairly near future, since the library schools may otherwise suffer a reduced standing in relation to other departments of their colleges and the undesirable distinction between the college-based and the university-based school will be exacerbated. This may in turn reflect unfavourably upon the profession of librarianship besides denying to the full-time student certain obvious advantages which would accrue if internal examining were made possible. Internal examining conscientiously performed can take account of personality and term work and it does not impose so rigid a framework of study on the school as does an external examination. The problem is, it seems not one of whether, but of when and under what conditions internal examining will be feasible.

As the Group primarily responsible for safeguarding the interests of the student and the younger librarian, the A.A.L. will watch the progress of this development very closely. In particular, we shall require assurance that the future value of our qualifications will be safeguarded; that the schools which are allowed to examine internally will measure up to adequate standards; that the Library Association will have the right of entry to schools to satisfy itself that the standards are being maintained; that in the event of any school failing to maintain the standards, or in the event of the plan for internal examining working unsatisfactorily, it will be within the power of the Library Association not to renew arrangements for internal examinations or to give notice of withdrawal from the arrangements; and that the interests of students who may continue to be subject to external examination by the Library Association examiners will be equitably considered so that full-time library school students do not gain unfair advantages.

At present only the principle of internal examining has been accepted. The

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L.A. Council will consider the proposals finally early next year and it is up to the individual members and the Groups to use the extension of time granted at the May L.A. Council meeting to thresh out their views because a further stay of execution is unlikely to be granted.

How do the Library Association's proposals at present before the profession measure up to these requirements? My own first reaction is one of gratification that they appear to be so comprehensive and well founded.

The standards for the library schools are certainly safeguarded; including the status of colleges which may apply to examine, the standing of the school within the college, staffing, student admission and facilities, and accommodation. Inspection by Library Association 'visitors' is envisaged and, so far as the regulations governing the holding of internal examinations are concerned, there are no fewer than 22 controlling clauses proposed by the L.A. Education Committee. These provide for the strict supervision by the L.A. of both examination questions and the conditions under which the examinations must be held. The present proposals are confined to the Part I (Intermediate) Examination only and provide that permission to examine shall be granted for a limited number of years on each occasion.

As I have said, the proposals are not adopted yet, of course. The profession as represented by the Library Association Council has still to make them final and the library schools have yet to accept the conditions or secure their modification. But, speaking entirely for myself, I shall need to be convinced of the merit of any moves to relax the stringent safeguards at present proposed.

Inevitably, there will be those who will say that the proposals as they stand are a resounding victory for the schools and the culmination of a period of intrigue between the Heads of Schools and the Library Association Education Committee. This is less than a half truth and I would remind any devotees of this over-simplified opinion that, although by the nature of things in an Association such as ours there *are* those with more enthusiasm than circumspection, there has never been a period when the A.A.L. could be considered naïve.

The emergence of the library schools as a comparatively new element in our profession makes them a natural source of controversy but our efforts should be toward their integration and establishment as a controlled educational instrument. Nothing will be gained by treating them as a football in the game of professional politics. The tutors are our colleagues and an integral part of our profession; by overemphasising the differences between teaching and practising librarianship, we shall delay the realisation that the schools are as vessels and that their real value lies not in themselves but in what they can contain.

Our Future Course

Professional education in librarianship was pioneered by the A.A.L. and, because it affected the very young assistant more vitally than other members of the Library Association, many have mistakenly regarded it as our sole *raison d'être.*

We have for some time recognised the importance to the profession of full-time professional education. When a new syllabus which demanded this step was implemented, we faced the situation squarely and withdrew our correspondence courses for the 1950 Registration Examination and cries of 'Woe, woe!' from many of our erstwhile keenest supporters failed to deter us. That we will be proved right I have not the slightest doubt; it is already clear that in taking this prompt action the A.A.L. contributed the most cogent single factor toward persuading local authorities to award to student librarians two-year grants for

full-time library school. On the other hand, it appears likely that because of the Library Association's success in obtaining recognition of the new syllabus as the basis for a Final qualification in local government there will be a substantial demand from members who qualified under the old syllabus for the List C Final correspondence courses. If the demand materialises we shall do our best to meet it, because we have not lost faith in the value of correspondence courses but we do acknowledge that there are better means to professional education when it is practicable to apply them.

What of A.A.L. reorganisation? After two consecutive and separate Committees had made recommendations concerning which the Council could not agree and an abortive move to amend the General Rules at the Annual General Meeting in 1962 the A.A.L. Council resolved at its March meeting this year to postpone a decision on the latest proposals *sine die* and to remit the problems of Divisional boundaries and the reduction of the size of Council to its Executive Committee.

Following the expansion of our West of Scotland Division to cover the whole of Scotland, we have for the first time in our history the prospect of including in our Divisional organisation members from all parts of the United Kingdom. Our membership has risen impressively in the last five years and now approaches 10,000, and the A.A.L. Council has increased to a size which is unwieldy as well as uneconomic. If we are to keep faith with our progressive creed and discharge our obligations to our members, we must look carefully at these and other relevant facts. The conclusions that our administrative organisation needs to be adjusted seems to me to be inescapable.

There is much that the Association can and must do to reorientate its activities in the next few years. The Association will, of course, continue to be the province of the student and the subordinate librarian, fostering and stimulating new ideas by providing a forum for discussion. In the complex of professional interests which is emerging, however, it can no longer be dismissed as a mere ginger group—a sort of permanent opposition which can never be burdened with the responsibilities of effective action and policy-making. As a force of five members in the Library Association Council for example, the A.A.L. is to be reckoned with, and many Library Association protagonists who have never been regarded as particular friends of our Association have been moved to recognise the valuable contribution which it has made in recent years.

New types of students will be joining the profession in increasing numbers; there will be the two-year full-time students who may have done no practical library work and who will become the intern student who is working approved service in order to qualify after passing the new Final Examination. The need for correspondence courses will disappear as part-time education ends and energies will be released to cater for the New Men. We hope to organise international exchange visits on the pattern of that to the United States last autumn; the Association will take a greater interest in the welfare of students in Schools of Librarianship; it will also encourage adequate schemes for post-library school training. We also expect that a need will arise for special regional activities such as conferences and week-end schools on a rather larger scale than hitherto.

Many of our activities (publishing, for example) will continue and we shall certainly continue our lively interest in the welfare and working conditions of the younger practising librarian.

So far as the L.A. is concerned, there are still many internal administrative problems arising in the new structure to be solved. As I have demonstrated, the

reform of professional education is in danger of relegating the practising librarian to a minor role in Association affairs, which in my opinion would be against the general interest. There is still a dearth of positive evidence that as an attempt to draw librarians of all types together (the members' A.G.M. is still largely public libraries) the 1961 L.A. reorganisation will be successful. And the shocking breakdown of communication as instanced by uninformed members concerning the 1964 syllabus and the recent Local Government Examinations Board recommendations on grading in public libraries must be overcome. As a member of the L.A. Council said at its May meeting: 'The L.A. Council is not the shifty and dishonest body which some members seem to think it is, but by God it does its best to look like it at times.'

As a Group of the L.A., the A.A.L. is not entitled to a separate external public relations body. The Association has pressed the Library Association to improve its public image for so long that it seems to be almost an obsession with us. But, despite our unfortunate experience in buying the services of a public relations consultant a few years ago, I make no apology for calling attention to the problem once again because it is likely to assume paramount importance in the light of our new era of professional education and the Public Libraries and Museums Bill which has now entered the Report Stage in the House.

Our experience during the wrangling over 'Brophy's Penny' and Public Lending Right taught us much and there is ample evidence that the Chaucer House image as seen against the debates on the new Bill has made real impact on both sides of the House of Commons. Let us be under no illusion, however, that the passage of the Bill will see us to the summit. Such improvements as the emergence of full-time professional education on the one hand and the once-for-all improvements written in to the test of the Bill on the other hand will only bring a new horizon into view.

The higher rewards for better librarianship have yet to be attained and the real benefits to be derived from the legislation will stem from the adoptive standards pursued by successive Ministers of Education. We shall not be able to leave it all to Chaucer House. The ball is in the court of the younger librarians and that means us in the Association of Assistant Librarians, both collectively as an A.A.L. influence within the L.A. and individually as professional men and women in the field.

NOTICE OF ELECTION

Nominations are invited for the following Officers and Councillors of the Association of Assistant Librarians to serve during 1965:

Honorary Secretary, Honorary Treasurer and Honorary Editor.

Nine National Councillors, at least three of whom must be under 30 years of age on 1st January, 1965.

There will be no special provisions on the ballot papers for National Councillors under 30 years of age. The three candidates under 30 years of age who poll the highest number of votes will be declared elected, and the remaining successful candidates will be the six others who poll the highest number of votes irrespective of age.

Nominations must be submitted in writing to the Vice-President, T. M. Featherstone, F.L.A., Central Library, Victoria Square, Middlesbrough, by two or more members of the Association, counter-signed by the nominee and accompanied by suitable biographical details (i.e., qualifications, present and previous

authorities or employers, work in connection with A.A.L., Library Association, Trade Union, etc., and the candidate's age as at 1st January, 1965).

The last day on which nominations may reach the Vice-President is 15th October, 1964.

ELECTION MANIFESTO

Candidates will again have the opportunity to express their views. This year the election manifesto will be sent out with the voting paper, and it is hoped that all candidates will take advantage of this facility.

A statement of up to 150 words giving the candidates' attitude to current problems that affect the A.A.L., and a photograph, should be submitted to the Vice-President not later than 15th October, 1964.

WELCOME TO CORONATION STREET!

Council Notes, 2nd and 3rd June, 1964

Accepting the President's invitation, Council travelled to Oldham to hold its Summer meeting, It was warmly received and the excellent lunch given by the Oldham Corporation cast a pleasant glow over the proceedings.

The impressive surroundings of the Oldham Council Chamber may have inhibited Council members and the first few items on the agenda passed without comment. But with the introduction of the Education Committee Report, members found their tongues and Mr. Davey was frequently called upon to explain the reasons for his Committee's decisions. The most important item in the Report was undoubtedly Internal Examining. Considered first by the Divisions and now by Council, the A.A.L. has decided to approve the L.A. proposals and to support the introduction of Internal Examining for Part I of the new syllabus.

The problems of those caught between the new syllabus and the old were a subject of fierce discussion. Consideration of a survey by the L.A. Yorkshire Branch was deferred until the results of the L.A. investigation is known, and suggestions that the A.A.L. representatives on the L.A. Education Committee might discuss correspondence courses were strongly resisted. Help will be given where needed, but not until the extent of the problem is known.

Passing from Education to the Weekend School, Council learnt that plans are proceeding apace for next year's visit to Northern Ireland. There are apparently more than half a dozen ways of travelling to Ireland and a list will be produced which will offer plenty of scope for ingenuity.

Celtic affairs were well to the fore, and from Ireland Council turned its attention to Scotland. A strong plea was heard for the financial relief of Scottish assistants, and the A.A.L. is to urge the Library Association to act with the Scottish Library Association in approaching the appropriate negotiating body to obtain financial recognition of the L.A. Examinations in Scotland. Mr. Douglas Dunn on behalf of the Scottish Division then explained with great lucidity the peculiarities of the local government situation in Scotland, and urged the A.A.L. to persuade the Library Association to co-operate with the Scottish Library Association to examine the implications for libraries in Scotland of the White Paper prepared by the Scottish Development Department—*Modernisation of Local Government in Scotland* CMD 2067—and forward recommendations to the Working Party. Moved by Mr. Dunn's eloquence, Council unanimously approved the motion.

Introducing the report of the International Relations Committee Mr. Coles said that he thought he had been on International Relations for the last half hour; but perhaps this was merely southern insularity. Council agreed to explore the possibilities of an A.A.L. Study Tour to Russia in Autumn 1965. Of more immediate concern are the arrangements for the return visit by the Americans next May and the appropriate divisions have been asked to set up a Committee to consider visits and accommodation.

One of the qualities of the A.A.L. Council is its unpredictability. After struggling for years to reorganise itself and rejecting the detailed deliberations of its Reorganisation Committees, it agreed almost without comment to a memorandum prepared by the Vice-President. This would reduce the number of National Councillors to 6, the Officers of Council to 4 and the representation of the Divisions on Council to one representative for every 500 members or part thereof up to a maximum of 4. The Executive Committee would be abolished and its functions taken over by the Finance and General Purposes Committee. The present Council is becoming too large for the efficient conduct of business and absorbs too large a proportion of the Association's funds. If these proposals are approved by the Annual General Meeting, the size of Council will be reduced and its growth curtailed.

Dissatisfied with the activities of the advertising agency employed to obtain revenue for the *Assistant Librarian*, the Finance Committee recommended the appointment of an Honorary Advertising Manager. Mr. John North is the first holder of this office and takes up his appointment on 1st July.

Finally Council considered the L.A. research policy or rather the lack of it and is to ask the Library Association to endeavour to co-ordinate information on research projects in librarianship.

Annual General Meeting

The sixty-ninth Annual General Meeting held in the lecture hall of the Oldham Central Library on Tuesday, 2nd June, proved to be a very peaceful affair. The Past-President, Mr. R. G. Surridge, opening the meeting, welcomed the 86 members present and in particular Mr. Eric Moon (in England to attend the World Book Fair) who had found the time to be present. The minutes of the previous A.G.M. were approved, and the Annual Report for 1963 together with the Financial Statement were accepted without comment.

The President for 1964, Mr. John Hoyle, was successfully inducted by Mr. Surridge. The auditors were elected and the business of the meeting was concluded.

As is customary, the Presidential address which followed will be reported elsewhere in this journal, and for me to summarise it would do it less than justice. Just let it be said that the President's finger is on the pulse of the profession.

JEAN M. PLAISTER
Honorary Secretary

THOUGHT FOR THE MONTH

'It is clear the the libraries' greatest need (money apart) *is for better publicity;* a great many potential users are entirely ignorant of what they have to offer.' —From the *Sunday Telegraph* of 21st June, in a review of 'The Londoner and his Library' (Research Institute for Consumer Affairs, 15s.). My italics.—ED.

TO RUSSIA—with the A.A.L.

It is hoped that a Study Tour of Russian Libraries can be arranged for September–October, 1965.

Preliminary discussions indicate that this will be a sixteen-day tour (inclusive of travel) by air to Budapest, Kiev, Leningrad and Moscow.

Itinerary will include several types of libraries, sightseeing, theatre visits, with air travel between the cities visited.

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YOUR LETTERS

Climb every mountain?

Upon reading the article by Mr. Hoyle in May's *Assistant*—one more attempt to clear up the equation situation—I learned, no longer with surprise, of yet another peculiar and illogical aspect of the Library Association's reasoning. It would appear from this article that, while the L.A. are prepared to accept the old Registration plus one part of the new Final for equation with the new Final, they are not prepared to accept the old Registration plus one part of the old Final. Even without detailed examination of the syllabus and standard of the old Final, it must surely be obvious to even the most simple-minded that one three-hour paper hardly bears comparison with eight three-hour papers. If one does accept this equation, then one must also logically accept that, as the old Final had degree status, so must *one* part of the new Final. Comment on this can hardly be necessary!

What now is the position of the keen young professional who, on completing the Registration examination, devoted himself to possibly several years of arduous study and has by now obtained from one to three parts of the old Final? He must quite rightly feel that he has totally wasted his time, to say nothing of the money he has paid to the L.A. in examination fees. He faces seeing his, initially less enthusiastic, colleagues neatly passing him in the promotion race on about an eighth of the effort. It is analogous to struggling up one side of a mountain, only to be told, when in sight of the summit, that one could have taken a train at the other side.

Surely the only fair answer to this question is to allow one part of either the old or the new Final (how can one differentiate?) plus the old Registration as qualification for the new Final and to accord to the completed old Final the status of the new Fellowship.

The L.A.'s apparent disregard for a large section of its members, whose interests it seems to have totally failed to safeguard, can do nothing but harm to the profession as a whole. These are the people—the post-1950, pre-1963 librarians—who should be providing the young, active backbone of the profession in the coming vital years. Can their morale have ever been at such a dismally low level?

One almost dreads the arrival of each month's *Record*. It is hardly a healthy position for librarianship when faith in one's professional association is reduced to practically nothing.

ANN M. KIRBY, A.L.A.

John Hoyle comments:

Miss Kirby commences to castigate the Library Association at the very beginning of her letter on a quite false premise, namely, that 'they [the L.A.] are not prepared to accept the old Registration plus one part of the old Final'. It is not open to the L.A. to accept any part or parts of the old Final, since the L.G.E.B. recommendation which has been accepted by the National Joint Council clearly stipulates that 'the former Final Examination' (i.e. the whole of it) is acceptable to qualify for appointment and promotion throughout the A.P.T. Divisions. I covered this point adequately in my article (at the foot of p. 88, May *Assistant*).

Your correspondent is also unjust in suggesting that those who have passed parts of the old Final are inequitably placed. Such members are still on their way to a higher qualification in addition to receiving the benefits which accrue from having passed a Final examination recognised in local government as qualifying for appointments and promotion to the highest posts. Adequate arrangements to complete the old Final still exist and members who do so will be on all fours with those who complete the New Final and a thesis.

On the other hand, those who do not wish a higher qualification but who wish notwithstanding to qualify for the higher graded posts are in a much more advantageous position than hitherto. Whereas previously such members would have been obliged to tackle the Final, they may now achieve their object by success in a List C paper from the new Final.

I agree that comment on Miss Kirby's interesting equation involving degree status is hardly necessary. If one finds it difficult to distinguish between the educationalist's assessment of a complete examination for comparative purposes in teaching and a piece of machinery to correct a threatened anomaly in the practising field of local government one should not pursue the matter. Perhaps Miss Kirby feels that nothing should have been done for those members who were unwilling or unable to sit the whole of the old Final Examination?

Censorship in Library Schools

In the brief report of the A.A.L.'s weekend school, 'The Right to Read', the writer mentions the display of banned books which was accompanied by some A.A.L. publications for sale, adding 'appropriately enough, as Phillips' *Primer* has in effect been banned by a certain library school!'

I think he must mean this school (though it is possible that other schools could be similarly accused). There is nothing to be lost, and I should have imagined everything to be gained, by his naming us.

I agree that we must be at times hypersensitive to threats of banning, but his accusation is nonsense. By the same token, other books are 'banned' here in the sense that students are not advised to read them or advised not to read them. The simple fact is that my colleagues do not regard Phillips' *Primer* as a satisfactory textbook for their courses except for its treatment of individual schemes; they find its treatment of classification theory does not accord with the way they wish to teach it and for this purpose students are referred to other sources. If this constitutes book banning then there is a great deal of it going on in every school, college and university in the country.

If we are expected to shape the nature and conditions of our courses to suit the needs of somebody's textbook, then we shall obviously have to exclude somebody else's textbook and he will accuse us of banning. Perhaps the writer of your report would like to write our courses for us so that they accord with the publication policy of the A.A.L. We should not accuse him of interfering with our freedom, but he would receive a somewhat strained but courteous retort.

But perhaps after all he was, like so many of your contributors, just straining for effect.

EDWARD DUDLEY, *Acting Head, School of Librarianship, North-Western Polytechnic*

P.S. I have just looked in the College library to discover that we have four copies of the 1961 edition of Phillips' *Primer*. At the moment (one week before the Part I Examination) they are all on loan.

'Our writer' comments: I did not name the North-Western Polytechnic as the library school which banned Phillips' *Primer* because I did not know it had done so. I rather think I was told that the Newcastle school had banned Phillips.

When I was a student at the North-Western Polytechnic, I remember that lecturers did not recommend Phillips even in those days, except for revision purposes. However, I was not getting at the library schools because they were reducing sales of an A.A.L. publication; the economic implications had not occurred to me at the time.

I am glad to see that Mr. Dudley is still extracting the maximum embarrassment out of any given situation!

Intermediate Studies

Following are some observations on the new Intermediate Examination. I have not given my college address, as I do not wish to bite the hand that feeds me, as I am extremely grateful for the opportunity to qualify. What I do hope for, however, is that my own College, and possibly others when further reports have been published, do endeavour to attain a much higher standard with regard particularly to teaching methods and the administration of the syllabus.

Now that the turmoil and worry of examinations are over, students have time to reflect on the effect of the first exasperating year of the new syllabus. As a student joining the ranks of that select band, to enjoy the fruits of higher education, the prospect was extremely encouraging. One hears of the studious, intellectual, carefree existence of undergraduates and one could at least hope for something comparable. I reproach myself for being so naïve.

Hopes were soon dampened when it was discovered that the County Council required students to attend college for a specified number of hours per week. One must sympathise with the commendable view of the Council, that their money should be seen to be accounted for, but this is too much. As adults, we are surely capable of spending the right amount of lecture-free time in study. However, as in the primary school, rules must be observed; the register taken.

The course itself was very beneficial and gave one the intended wide conception of librarianship, even though it was not conveyed in the most desirable manner, or administered particularly well, but one must remember that every new scheme has its teething troubles.

Socially, the whole year was frustrating, at least as far as the college was concerned. Librarians, it seems, form cliques, and stick to them, and one wonders if there is something in the public image after all. Still, perhaps someone like Sir Sydney Roberts will lay down character standards for librarians some day.

Altogether, I would say that the course would suit the level of a teenage schoolboy, which is certainly not the standard required for a profession struggling for recognition and acceptance.

I look forward with some apprehension to the next year's study, and hope that as part of the second batch of experimentees, I shall be able to look on the Finals with a much more favourable light. It would be interesting to hear what effect the Intermediate had on other first-year students.

J. K. JOPLIN

Internal Examining

The report of the sub-committee on internal and external examining needs to be studied in the light of an assessment of the sort of profession we wish to see evolving in the future, and in particular of an assessment of the kind of relationship which ought to exist between the profession, as represented by the Library Association, and the schools. We ought also to bear in mind that it is not proposed permanently to limit internal examining to Part I only, and that we therefore ought surely to consider what would be the consequences of a situation in which internal examining was extended to both Part I and Part II.

It has been suggested that internal examining is an inevitable development, a part of the natural growth and progress of the schools. For our part we are wholly in favour of full-time education, and we wish to see the schools develop in responsibility and play a larger part in the examining process. However, if by internal examining we are to understand, as the sub-committee seems to wish, a system whereby each school separately conducts its own examination on the lines set out in their report, then we would dissent from this proposition. The development of such a system is not inevitable, has not worked happily in the United States, and is not the best that could be devised to meet current needs.

Essentially connected with the examining process is the question of the control of the professional Register and of admission thereto. We feel that it is vital to the profession that it should—through the elected Library Association Council—continue to control the admission to its own Register. The schools already, through admission of students directly from the sixth forms, play a large part in controlling initial admission to the profession, and this control will, as part-time study wanes, increasingly acquire the nature of a bar. It is true that some schools have acted responsibly in inviting practising librarians to sit on their selection panels, but the final say as to who is admitted must, inevitably and rightly, lie with the school concerned whose students the successful candidates will be. Even if the Library Association could control the conduct of internal examinations, it would remain the case that, in making elections to the Register following on success in such examinations, the Council would be merely rubber-stamping a decision taken elsewhere.

The scheme proposed by the Library Association Council falls down over this question of controlling the schools. One school has already unilaterally decided no longer to accept students with the First Professional Examination but no 'A' level passes, and another is reported to be considering such a step. Some schools,

therefore, seem to place a low value on any sense of responsibility to the profession and it is clear that in such a situation control will be needed. But if the schools and the Library Association were to take different views—and it is only in such a situation that the question of control would arise—could control be effective? We doubt if it could. The schools, after all, are responsible to their local education authority, not to the Library Association, and the decision of Loughborough to accept students for Part II only, in defiance of the contrary policy of the Association of British Library Schools, has demonstrated that, when the crunch comes, this body cannot control its own members. What chance, therefore, has the Library Association? The threat of withdrawal of recognition seems likely to prove a myth. If the Library Association in the past has not applied even the modest sanction it did possess (non-recognition of a student's time at the school as approved service) to some of the poor schools which have existed in the past, we can have little confidence that it would be prepared to take this more drastic step to schools which will presumably have been approved by H.M.I. Moreover, as part-time study wanes, it is conceivable that at some point in the future all examining will be internal, in which case the Library Association's examination machinery would be dismantled. This would further inhibit withdrawal of recognition, since such a step would then involve the re-assembling of this machinery.

What we must devise is a system which, whilst giving the schools a greater share in examining, will still preserve for the Library Association Council the effective control over the professional Register. In our view the establishment of a Board of Studies, to be composed of representatives of the Library Association and the schools, and charged with the conduct of a single, common examination, would achieve both these ends without sacrificing any important advantages likely to accrue from the scheme put forward in the report.

Such a scheme as we suggest would have this further advantage of preserving the common examination. The proliferation of a number of different examinations of different standards would not be an advantage, as teachers already know. It would be unfortunate if chief librarians, as well as requiring candidates for appointment to be qualified, had also to enquire which of several qualifications they had got.

It is, of course, right that the schools should have some freedom, and they are, and will be, an important element within the profession. They should have freedom in teaching, and teaching need not be confined to the syllabus, although this should be covered. One would expect the schools to become important centres of ideas and research; they could be important too in organising refresher courses and other educational activities for librarians already qualified. It is, however, important to the profession that the Library Association Council—as representing the profession as a whole—should be in a position to order the syllabus and the examinations to meet the requirements of the profession, and to continue to control admission to the Register. In these respects the schools must be the servants of the profession. It must always be borne in mind that the important end of a library school education is a professional qualification in the status of which we all have an interest, since the people who gain it will be our colleagues, and more, because the status of this qualification will be reflected, for better or worse, in the status of our own.

PETER J. MELLISH, *Cataloguer*
MICHAEL J. RAMSDEN, *Central Lending Librarian*
Bexley Public Libraries

A READABLE BACKGROUND BOOK

HARRISON, K. C. First steps in librarianship: a student's guide. 3rd (revised) ed. Deutsch, 1964 (*Grafton Books*). 25s.

In the preface to the previous edition of his book Mr. Harrison stated that the work could not be regarded as an examination guide but that he recognised it was 'likely' to be used as such. How right he was. Over the years, 'First steps' has become established as a standard text-book; it was a *vade mecum* for the First Professional student (and tutor!) and was certainly not to be despised at Registration level. The book was first published in 1950 and a considerably expanded and revised second edition appeared in 1960.

By comparison, revision in the present edition is slight though there are one or two changes in arrangement. The sample questions, for example, have been omitted, a sensible move since the re-born Entrance Examination has a short expectancy of life and the number of candidates is likely to decrease progressively. Noteworthy also is the arrangement of the bibliography in one list at the end of the book instead of readings after each chapter. The main text follows the same pattern, even to chapter headings, as the previous edition. There are nine additional pages but these do not represent the full extent of new material because some parts of the former text have been omitted. The emphasis, perhaps inevitably, remains on public librarianship. The chapter on finance and government, for example, has nearly seventeen pages devoted to public libraries against just over two on national, special and university libraries together. Then there is a whole chapter on the departments and methods of public libraries but one would look in vain for similar information about other types of library.

Mr. Harrison has taken account of most of the important developments since 1960. This edition was prepared, of course, before publication of the Bill, but the Working Party reports are dealt with and so is London reorganisation. The chapter on non-public libraries has been extended by three pages to accommodate new information and the new L.A. syllabus receives adequate attention. On the technical side there is the inclusion of a section on Classification Research and the chapter on reference material has been brought up to date. The subject of planning is somewhat neglected, however, with only passing references to new library buildings. Although the blurb on the dust jacket says '... comparisons have been made throughout with systems other than British', foreign librarianship could usefully have received more attention. Subject departments, for example, are dismissed in two sentences with reference to British libraries only and surely American practice is worthy of mention in the section on children's libraries?

These are minor criticisms, however, hardly affecting the value of the work as a whole. Mr. Harrison's book is essential reading for the Entrance Examination and for those going direct to Library School from school or university it will provide the background which was sometimes found lacking in Registration students not required to sit the F.P.E. 'First steps ...' should, indeed, also be of considerable help in meeting the demands of the Part I examination of the new syllabus. Examinations apart, this readable book merits the attention of anyone wishing to acquire more than just a superficial knowledge of librarianship.

ROBERT F. ATKINS, F.L.A., *Bromley Public Libraries.*

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THE ASSISTANT LIBRARIAN

Official Journal of the Association of Assistant Librarians
(Group of the Library Association)

Editor: Peter D. Gann. *Associate Editor:* Tom Wilson

Central Library, The Priory, Church Hill, Orpington, Kent

Vol. 57 No. 9 September 1964



EDITORIAL

This issue sees the Education Supplement under new management. Jim Davey, the A.A.L.'s Education Officer is the new editor, and in his first supplement he has placed the emphasis on practical advice to students embarking on the new syllabus. We wish him every success and take this opportunity to thank Malcolm Watson of the Newcastle Library School, the outgoing editor, for his hard work in the past.

The A.A.L. is shorter of money than usual this year. The decline of correspondence courses has reduced one source of income, and the publishing programme, on which our finances now largely depend, has for various reasons only produced one book: a new edition of Caldwell's *An introduction to County Library practice*, which is advertised elsewhere in this issue. The Publications Committee is understandably reluctant to advertise for new authors to come forward, as this would make it difficult for them to reject manuscripts as not up to standard. However, as the A.A.L. Council was asked if it knew of an expert in mobile libraries willing to do some writing, I do not think it would do much harm to drop a broad hint in these columns.

At a time when the A.A.L. is wondering how it is going to make ends meet, it is tantalizing to read in Charles Carner's *A.L.A. News* handout that the American Library Association is in receipt of a contribution of $8,000 from Thomas Dreier, immediate past president of the Florida Library Association. The gift was made on Mr. Dreier's 80th birthday and represents $100 for each of his 80 years. $6,800 is to go to the American Library Trustees Association Endowment Fund, which helps library trustee education; and $1,200 to the Friends of Libraries Committee of the Library Administration Division of A.L.A. Mr. Dreier, who helped organise the first group of Friends of the Libraries of St. Petersburg, Florida, and who has been chairman of the Florida State Library Board and second vice president of the Florida State Library Association, has been for nearly half a century in the field of editing and producing publications for use as house organs for business firms.

DIVISIONAL NEWS

Details of Divisional educational activities appear in the Education Supplement this month. Two of these are out of the ordinary. **Greater London Division** (in association with **Kent Division**) are departing from their usual kind of residential revision school in the Weekend School being held at Cliftonville from 30th October to 1st November; and **Liverpool** are inviting Sixth Formers to a divisional meeting.

Scotland

The Annual Conference of the Scottish Division will be held over the weekend 16th to 18th October, at the Covenanters' Inn, Aberfoyle. The theme is 'Men and Machines', which will be a thoughtful look for the enlightened aspects of modern library administration. The speakers are Roy Wilkie, M.A. (Lecturer in Administration, University of Strathclyde), Frank Hogg and William Tynemouth. Inclusive cost for the weekend is £4 to £5. Arbroath is easily reached by bus from Glasgow or Edinburgh. Further details from: Douglas Dunn, Andersonian Library, University of Strathclyde, Richmond Street, Glasgow C.1.

Wessex

Congratulations to the Wessex Division on the very lively *Wessex News* (Editor: Mrs. E. M. Priest, 'Compton Close', Cliff Way, Compton Down, nr. Winchester, Hants.) which is keeping members informed, and we trust stimulated, while the weightier *Wessex Bookman* is gathering, or hoping to gather, 'articles, book reviews, poems, reports,. etc.—not necessarily about librarianship.' We wish the *Bookman's* Editor (N. S. White, County Library, County Hall, Dorchester, Dorset) success in his appeal—particularly to the Isle of Wight, silent since 1961.

But to return to *Wessex News*. The July issue contains a report by Mr. H. E. Radford, Borough Librarian of Bournemouth, on the L.A.'s A.G.M. at Birmingham at the beginning of the month. (Duplicated news sheets score when it comes to deadlines.) Most of the meeting was taken up discussing P. Colehan's motion (see *Library Association Record*, May 1964, p. 224) which Mr. Radford seconded. It received a sympathetic hearing, and the speaker avoided any criticism of personalities, both on the L.A. Council's refusal to participate in the 1963 Campaign for Education, and on his receiving no space in the *Record's* correspondence columns. The President took the motion in four parts. The meeting accepted two, regretting that correspondence was refused publication without adequate reason being given, and instructing Council to pursue a policy more favourably inclined towards participation in appropriate national activities. It would not accept the other two parts. These regretted the refusal to support the 1963 Campaign for Education, and asked that correspondence critical of the Council only be refused if the Executive Committee agrees. Mr. Colehan expressed satisfaction at the outcome, 'an unusual occurrence, considering he formerly belonged to that notorious hotbed of revolution, Sheffield Public Libraries.'

F. C. TIGHE

We regret to report the sudden death last July of Frank Tighe, B.A., F.L.A., City Librarian of Nottingham. He was President of the A.A.L. in 1950 and had been both Chairman and Treasurer of the Greater London Division. He will be best remembered in A.A.L. circles for the Tighe Report on staff welfare and working conditions, which he compiled in co-operation with Mr. W. Tynemouth. Recommendations based on this report were approved by the A.A.L. Council and adopted by the L.A. Council in May 1953.

Eric Clough, City Librarian of Southampton, writes:

I first met Frank Tighe after the war when he was a G.L.D. member on the A.A.L. Council. It was during the time that I was Honorary Secretary of the Association that he served as President and so I got to know him well. He was a quietly determined man who made many friends principally because of his

sense of humour, his profound belief in the value of libraries and his unswerving loyalty—if he gave you his support you were sure of it. We remained friends over the years and I shall miss him but more important is the loss to the profession—there are too few of his calibre.

SOME THOUGHTS ON AN INTEGRATED PROFESSION

It was a summer afternoon, with heat reflecting off filing cabinets, telephone and typewriter, and I was trying to cope with the tedious task of borrowing a recent issue of a German journal on a subject which our library did not cover. Having finally convinced the reader that tomorrow was not in fact too late, my first setback came when the Union Lists failed to reveal a loanable copy. Trying the Aslib Directory for a subject approach, I got in touch with a northern firm who manufactured the product dealt with in the journal. They had it, but it was in demand by their research staff. I was left with the possibility of a public library with a special subject collection in this field. Rather daringly ignoring the circuitous route of R.L.B. or N.C.L., I 'phoned them.

Then followed a most embarrassing five minutes, in which I began to doubt first my German pronunciation, then my hearing, finally my sense—until one of us gave up. Apparently the fact that the item was in German had been established after much explanation; the thing that really worried them was that it was a journal.

I know better now, but then I was puzzled that they didn't understand me. I was, however, spared any criticisms I might have had by wondering what the local reference library, always most helpful, thought of me when I asked them to look things up in B.N.B., of which I only had the title, or timidly enquired whether they had ever heard of a book which was so familiar to them they'd had waiting lists for it for weeks.

These are only small practical examples of the differences between special and public librarians, and at present there is a danger that, although the mutual interest and respect exist, both sides can't even talk the same language. When considering the Library Association's admirable attempts to bring about a more integrated profession, surely the more we know of one another the better.

The image assistants in each type of library have of each other, despite much textbook reading, is still probably rather blurred. As a special librarian, I find I am envied by my colleagues in public libraries for such things as a five-day week, no evening work, canteen facilities, unrestricted use of the telephone, writing my own correspondence, and being allowed to smoke during working hours, all things which a special librarian takes almost for granted. More worthwhile things about the type of work are the opportunity to become familiar with the literature of a subject, in all aspects from book selection to reference work; the chance to develop one's own ideas in such things as formulating policy for cataloguing, initiating exchange agreements with librarians abroad, or producing library publications. All this can be undertaken quite early in a special librarian's career.

Public librarians, who wouldn't work in a special library even for those often mythical high salaries, claim with some justice that special librarians are too limited by their subject interests, and often deficient in their general knowledge of what is being published. They enjoy working with the general public, and feel that much of the interest of the job would be lost with a restricted clientele, especially if many of the loans were by post and they didn't see the majority of their borrowers. Some feel that, especially in industrial special libraries, the

cut-throat atmosphere of some firms, the profit motive which can creep into policy decisions and the hectic pace would detract from the background of education and culture in which they have been used to working.

What can be done to bring two such dissimilar attitudes together?

Meetings

Public librarians are far more liberal in their attitude to allowing staff time off to attend meetings than their counterparts in special libraries. The latter are encouraged to go to Aslib meetings, and to participate in those local schemes of co-operation which are usually grouped round the public reference library. In both of these, employers can see some definite benefit for the organisation. They are far more loath to allow assistants to go on an outing to some newly opened branch library and take tea at the invitation of the Mayor. Special librarians need to educate employers so that maximum facilities are provided for meeting colleagues.

Planners of L.A. Branch and A.A.L. Divisional meetings could try to include in the programme something of interest to special librarians, though realising they will probably be a minority interest. About 95 per cent of those attending the West Midlands Branch Conference were public librarians, although Birmingham especially is strong in special libraries. Some branches arrange joint meetings with Aslib. I can think of two successful examples, but wonder if the experience of others has been as good.

The real link between special and public librarianship is the reference librarians, many of whom have done excellent work, notably in organising local co-operative schemes. Perhaps this is why R.S. and I. Section meetings are so enjoyable. But reference work is only one aspect of public librarianship.

Staffing

There is a lot of confused thinking on the interchange of staff between the two types of library. Alongside the growth of the demand for scientifically qualified Information Officers, there is an increasing demand in industry for people with Library Association qualifications, for posts as librarians and senior assistants. This is borne out by the fact that so many public librarians have changed their allegiance. There seems little at present to start a trend in the other direction.

I can think of several reasons why local authorities are reluctant to employ librarians with different types of experience: the lack of book knowledge of some special librarians, their unfamiliarity with public library routines, and the fact that some special libraries are extremely bad. It seems a pity that such difficulties can't be overcome. I can remember being told by one County Librarian that County Librarians were far more broad-minded than their municipal colleagues in allowing special librarians into their ranks. This was provided that they were prepared to start at a lower salary.

Education

Now that most education for librarianship is likely to be through full-time school, with a thesis for the Fellowship, special libraries may be considered a good place of study, instead of the rather lonely forts they have been heretofore. With several notable exceptions, special librarians have had to carry out their studies by correspondence course, often with a shortage of books, and with few people with whom they could discuss their problems or compare their progress. Public librarians are streets ahead of us here. Some special libraries allow juniors time

off for study under the day release system, few have a fully operational training scheme, and even fewer could attract recruits with promises of provision for full-time study with pay. Aslib are seriously considering how assistants will be affected by the new syllabus, but we are still a long way behind educationally.

Technical Colleges

Technical college librarianship is that form of special library work most similar to public librarianship. There is greater flexibility of staff between the two types, often technical college libraries are administered under the County Library Service, both have need for a reference service, and both are used to a catholic selection of books in order to build up a representative stock. Technical colleges use both public and special libraries for interlending, and together with reference librarians (the ambassadors of local authorities) could do much towards keeping the gateway between both types of library well open.

I hope to have pointed out some of the difficulties which at present stand in the way of an integrated profession, and to have hinted at some ways of removing them. The theory of a unified profession is, after all, not an interesting principle, but a practical proposition.

(Miss) L. V. GREEN, A.L.A.

BATS IN THE BIBLIOGRAPHY
Or, How I Stopped Book Provision and Learnt to Start Worrying

The following observations were all made by R. C. Benge in his *Bibliography and the Provision of Books* (A.A.L., 1963):

'Dr Robert Watt . . . having heard the bibliographical call . . . impaired his health and [came] . . . to an early grave.' (*p.* 32)

'Lowndes . . . later volumes were delayed by illness . . . and ultimately by mental derangement.' (*p.* 33)

'Proctor . . . having overtaxed his . . . mental resources, fell to his death . . . in the Alps.' (*p.* 33)

'Cruden was mad but his madness affected his great Concordance not at all.' (*p.* 117)

'The *Annual Statement of Trade* . . . [gives] the impression that a horde of lunatics are busy importing and exporting obsessive objects. . . . The information officer needs steady nerves.' (*p.* 118)

'There are obviously too many periodicals . . . [running into] figures which the sane mind would prefer not to contemplate.' (*p.* 133)

'. . . a world of mad specialists.' (*p.* 224)

'The enemy . . . is a balanced person . . . and has the insane rationality of a well-oiled machine; very often he is a librarian.' (*p.* 225)

There just don't seem to be so many nice books about nowadays as there used to be.

P. R. LEWIS

P.S.—One cannot help adding the following dark and sinister utterance which appears completely out of the blue on p. 84: 'Finally, it is difficult to see how the system could work with any degree of efficiency if the stock editor happens to have grave personal professional limitations: the organisation does not provide a corrective.'—Ed. (with acknowledgement to G. A. Featherston, who pointed it out).

SOME PROBLEMS OF A SMALL RURAL REGION OF A COUNTY LIBRARY, AND ATTEMPTS TO SOLVE THEM

The region has a population of 40,070 on the 1961 Census, and serves, with a branch and two sub-branches, respectively, three small towns with populations of

9,780 (Warminster)
5,440 (Westbury)
1,920 (Mere)

The remainder of the region is served by a mobile library and three village centres. There are seven staff: three chartered librarians, three junior assistants, and a driver/assistant. The mildly unconventional solutions to our problems outlined in this article have been made possible by the flexible administrative organisation of Wilts County Library. The county is heavily decentralised into seven regions, each with near self-sufficiency as the ultimate aim.

The first and central problem of our region, the ever present need for a larger bookfund, has been dealt with in various ways. Until the financial year 1963/4 the fund had been near the 2s per head of population mark, and we have had to concentrate on getting value for money. The key to a solution has been reduction in the speculative element in selecting for *supposed demand* by getting a clearer idea of *actual demand*. If not all demand could be met (and it could not!) it was necessary to decide whether any particular section of readers' interests was more deserving than others. Competition in local business is keen, and we operate in a part of England where if a business closes down people may have difficulty in finding alternative yet similar employment. In view of this it seemed reasonable to give priority in our stock overhaul to titles which would support local business, but we had to find out which titles might be needed and to what extent.

From this, it followed that the Industrial Co-operation Scheme we started (and now functions as an integral part of the Wiltshire Association of Libraries of Industry and Commerce) differed from most of the professionally known ones in that it began as an attempt to find out what was needed, rather than an attempt to publicise any existing resources gathered to meet a presupposed demand. One sometimes hears of schemes of this sort being sown on stony ground in that they rely mainly on sending out circulars, a high proportion of which are ignored. Accordingly, I attempted to visit personally all the businesses in the region which I felt might need our help. I rapidly came to understand that people with good professional resources, such as dentists, did not normally require much of us. This was also true of retailers such as grocers and butchers who were told all they needed by trade circulars or by a single specialised periodical which we were probably not justified in holding at the library.

A second group that appeared to have little use for us at first sight was comprised of firms, belonging to giant national combines backed by their own library organisations. However, in the same combine I found one firm where I was told they were 'snowed under' by their central library organisation with abstracts and technical periodicals. The manager, (already a fiction reader at the library), said that what he really needed was more good novels to help him forget his job when he got home! Despite this, employees of another firm in the same combine wanted us to get advanced technical information about the methods used by their Continental competitors. We supplied an initial batch of information through the valuable co-operation of Aslib and now keep them up-to-date by lending them *Dairy Science Abstracts*.

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This sort of work led me to alter previously held views. I had been brought up to regard abstracts as works held strictly on a reference basis, yet some of our County sets of abstracts appeared under-used. I soon came to feel that if the abstracts were to be of much value they would have to be *lent*, (subject to immediate recall by telephone).

This sort of arrangement proved to be even more necessary with the type of firm that needed our help most—the small or medium independent firm, who, in keeping their office overheads down could neither afford their own library organisation nor promise very rapid return of our material owing to pressure of clerical work. We had to be even more unconventional in order to help them. For example it was found best to lend a regional set of *Building Science Abstracts* and circulate it in batches for irregular loan periods. We also took to showing advertisements for technical books to potential users in order to get their opinion before buying. We noted their special problems, getting the County Stock Editor to search abstracts not available in the region for suitable material. We found the fact that the county is an agency of the National Lending Library for Science and Technology most valuable. This region has lately been borrowing at a rate of 12 items a month, and of course Telex is valuable in speeding up the supply.

Our attempt to 'tailor' our technical stock to fit local demand and the resulting industrial co-operation scheme has been worthwhile. Of the 44 businesses I visited, 5 now use us steadily, 16 use us intermittently, (e.g. heavily and then not at all for months), 19 who said they would like to use us have only made negligible use of our services. (Four said openly that they did not need us at the time of the survey.) A number of employees of the firms making little use of us borrow technical books heavily as individuals, partly as a result of the scheme.

After we had 'tailored' our stock to local technical and commercial needs, we turned our attention to a smaller section of the community which also merited special treatment as regards stock—sixth form grammar school students. We already knew that the School Library Service, the schools themselves, and further education institutes catered for some of their needs, but discussions with student readers suggested there were vital gaps we could fill in the educational structure. We found students who had their more heavily-used text books supplied at school but who need help to get others. This was especially true of students studying 'A' level subjects in groups of pupils too small to justify the school's purchase of a full range of expensive titles which might not be in the same demand another year. Machinery already in being in the county Library is admirably suited to help them—in addition to material already being loaned for general and special studies through the school library service we also offer a wide network of service points available to students all the year round. It remained to find out specifically what was wanted, and to tie the demand in with our existing class by class stock revision programme.

First we talked to those readers in the group already using the library and found the names of other fifth and sixth form pupils who might appreciate our service and formed an idea of which subject needs were greatest. Then we got in touch with the staff teaching these students for Geography, Mathematics, Biology, Botany and Zoology and got them to send us lists of books we could usefully hold. Finally, to whittle these lists down to a selection of titles that would definitely be used, we got the pupils to tell us which titles they actually would read and stocked up accordingly.

EDUCATION SUPPLEMENT

General Editor: Jim Davey

THIS SUPPLEMENT is a modest attempt to give help by way of suggested readings, announcements of courses being offered by the A.A.L., and of activities in the Divisions that would be of interest to students. When the bibliography of the new syllabus comes to be written it will show the surprise, anger, frustrations, applause and sober comment that heralded its arrival; it seems to me that the time has come to get down to the business of making it work, and for that reason I have decided to avoid the controversial and offer something practical. Even so, this supplement will no doubt bring forth its criticisms—and these I welcome in helping me to decide the contents of future issues.

THE READING LISTS represent four men's honest attempts to guide students through the papers of Part I. They have done this knowing that such lists must surely omit many excellent articles and chapters, and that in themselves they are poor substitutes for proper courses of lectures. It should also be pointed out that for many parts of the syllabus there are no readings, or that the readings are not at the right level, and that in some areas there are too many! I am indebted to these four lecturers from the N.W.P. School of Librarianship for their willingness to co-operate at such an early stage in the history of this examination, and sincerely hope that many students will benefit from the suggestions.

THE RÔLE OF THE A.A.L. in library education is rapidly changing. Two years ago I could call upon a panel of eighty tutors, not only in conducting our correspondence courses, but to help individual students in almost all subjects of the old syllabus. Now, as the Schools get into top gear to meet the needs of the new syllabus, our own activities in this field are dwindling fast. Many of our tutors have become full-time lecturers, others have seized the chance to take a well-earned rest when the Registration Examination died. It was one thing to offer a set of courses under a syllabus of limited range that could be taken bit by bit: it would be wrong to attempt such courses for a syllabus best pursued on a full-time basis at a library school.

The schools need the specialists and are appointing them: the A.A.L. cannot hope to, nor should it, compete with the teaching machine that is now being created.

Does this mean that the A.A.L. is turning its back on the student? Certainly not. A policy statement is about to be considered by the A.A.L. Council, and when approved and published it will show the many ways in which we hope to help the student.

J.S.D.

Paper 1. The library and the community, by R. E. Sturt

3 hour paper, requiring the answering of 5 questions out of 10

A. Analyse the syllabus and the annotations, and take care to study every subject and society *named*; list each one systematically.

B. Read the specimen question paper and the paper set on the 24th June, 1964. Take every opportunity of drafting answers to questions that have been set, familiarising yourself with phraseology, subjects sought, and the manner of asking for factual knowledge *and* judgment in the same question. No part of a question can be overlooked with equanimity.

C. These matters should be studied. The numbers refer to the list below.

1. *History of libraries and librarianship in British Isles since* 1801
Lack of a general history but [45], to 1939, and [23] should be consulted, especially for chronologies. National libraries [16] and public libraries [13, 33] are fully treated. University, college, school and special libraries lack concise histories. General works to be consulted under all appropriate headings are [15, 27, 41, 4].

2. *The library in society, its aims and functions.*
The relationship of reading to other forms of communication is to be appraised [25]. Surveys of reading [43], surveys of library use [20] are valuable to this end. The relationship between libraries and social forces such as education, the use of leisure ('university of the air') and, censorship should be understood [5, 21, 24, 30, 34, 47].

3. *The kinds of libraries; the services appropriate to them.*
A concise summary is necessary of the distinctive aims and standards of each kind of library, together with a clear understanding of the present state of the services provided. To be covered are national and academic libraries [19, 26, 29, 36, 37, 42], special libraries [6], school libraries [8], and public libraries [9, 10, 22, 31, 32], municipal and county [7, 28].

4. *Library co-operation in all its aspects.*
The aspects are several: inter-library lending (NCL, regional bureaux, local arrangements), local co-operative schemes and subject schemes, the exchange of books and other materials, co-operative staff training, inter-availability of tickets, co-operative storage, subject specialisation. The 'national library service' as a concept must take heed of the parts played by the B.M., the N.L.L., and other such major libraries. International co-operation should be studied, together with one or two significant schemes overseas. [12, 14, 17, 18, 35, 39, 40, 41, 46].

5. *Professional and other associations connected with librarianship.*
The *named* associations mostly produce annual reports and similar publications, reference to one or two of which would be profitable, to obtain an up-to-date summary of functions and significance. [23]. The organisations that promote international librarianship are important [44].

* * *

Professional education and qualification have been widely debated in many professional periodicals over the past 18 months; some knowledge of the new syllabus, the graduate syllabus, the problems of full-time education, and the principles of recruitment and training would be expected [38].

References:

The major sources are

1. *Library Association Record*
   (note particularly the NOTES series, such as Special Library Notes, University Library Notes, Overseas Notes; library standards; Public Libraries Bill reports and, most wisely, LIAISON)
2. *Aslib Proceedings*
3. *Journal of Documentation.*

These should be examined systematically for articles on the five matters listed above.

4. Altick, R. D. English common reader . . . 1800–1900. (1957) 1964.
5. Bill, A. The library in the community, *in LA Conf Proc* 1962.
6. Burkett, J. Special libraries . . . 1960.
7. Caldwell, W. Introduction to county library practice. 1964.
8. Education, Min of. The school library. 1952.
9. ,, ,, Public libraries and museums bill, 1964.
10. ,, ,, Structure of public library service in E & W. 1959.
11. ,, ,, Standards of public library service in E & W. 1962.
12. ,, ,, Inter-library co-operation. 1962.
13. Education, Board of. (Kenyon report on Public libraries) 1927.
14. Elsmore, B. M. Survey of regional library bureaux, *in LAR* July, 1964.
15. Encyclopaedia Britannica.
16. Esdaile, A. National libraries . . . 1957.
17. Filon, S. P. L. NCL's new building at Woolwich Arsenal, *in LAR* Jan 64.
18. Filon, S. P. L. Organisation of libraries in U.K., *in Aslib Proc* Jan 60.
19. Foskett, D. J. Libraries in the service of education. (1959).
20. Groombridge, B. The Londoner and his library. 1964.
21. Harris, W. B. Public relations for libraries, *in Lib World* Jan 59.
22. Harrison, K. C. Public libraries today. 1963.
23. Harrison, K. C. Library and the community. 1963.
24. Hatt, F. Public libraries in the 70s, *in LA Pub. Libs. Conf.* 1963.
25. Hatt, F. Right to read . . . *in LAR* Jan 63.
26. Jolley L. Functions of a university library, *in J. of Doc* Sept 62.
27. Landau, T. Encyclopaedia of librarianship. 1961.
28. L. A. County libraries group. Policy survey . . . 1951–61. 1963.
29. L. A. University & Research section. National libraries . . . 1963.
30. McClellan, A. W. What are we up to? *in LAR* July 62.
31. McColvin, L. R. Public library extension. 1950.
32. McColvin, L. R. Public library services for children. 1957.
33. Munford, W. A. Penny rate . . . 1850–1950. 1951.
34. Myres, J. N. L. Presidential address, *in LAR* August 63.
35. Nat. C. Regional Lib Co-operation. Annual report, 1962, *in LAR* Aug 63.
36. National libraries. Vienna symposium, 1958. 1960.
37. Page, B. S. University library development, *in LA Conf. Proc.* 1957.
38. Paton, W. B. The profession of librarianship, *in LA Conf. Proc.* 1962.
39. Richnell, D. T. National lending library . . . *in J. Doc* Dec. 61.
40. Sewell, P. H. Library co-operation, *in LA Conf. Proc.* 1962.
41. Sewell, P. H. Five years' work in librarianship, 1951–56, 1956–60 (1963)
42. Sharp, L. W. What do we look for in a university library? *in LA Conf. Proc.* 1955.
43. Simsova, S. Reading survey methods, *in Asst. Librarian* Oct 63.
44. Thompson, A. International library scene, *in Asst. Librarian* June 64.
45. Thornton, J. L. Chronology of librarianship. 1941.
46. Urquhart, D. J. Plain man's guide to NLL, *in LAR* Sept 62.
47. Williams, R. Books in peril, *in LAR* Jan 63.

Paper 2. Government and control of libraries, by F. J. Bungay.

Introduction.

The title of the paper reads 'libraries' *not* 'Public libraries'. Unfortunately academic and special libraries are less well covered in the literature available. Compensate by using the *Aslib Handbook* frequently, and by exploring *Library Science Abstracts* constantly; this latter injunction cannot be overstressed. Three general works are:

Ashworth, W. (Ed.). Handbook of special librarianship and information work. 2nd ed. Aslib. 1962.

Brown, J. D. Manual of library economy. 7 r.e. by R. N. Lock. Grafton 1961.

Sewell, P. H. (Ed.). Five-years' work in librarianship 1956–1960. Note full bibliographies to each chapter.

1. Organisation and control; finance.

For academic, special, and public libraries study:

(a) nature, extent of influence, and financial resources of the controlling bodies. How are funds allocated?

(b) librarian's relations with authority. Note extent of his authority; *how* he can act; understand his rôle.

(c) how is the library system organised? Understand the structure; how responsibility is delegated and defined; how controls are exercised.

Corbett, E. V. The public library and its control. A.A.L. 1962.

Great Britain. Prime Minister. Committee on Higher Education. Higher education: report of the committee appointed by the Prime Minister under the chairmanship of Lord Robbins, 1961–63. H.M.S.O. 1963. (Cmnd 2154). Chapters 4, 14–17, 19.

Great Britain. University Grants Committee. University development 1952–57, 1957–62. H.M.S.O. 1958, 1964. (Cmnd 534 and 2267). pp. 50–51 and 14–16.

Havard-Williams, P. 'Modern university library practice'. *Unesco Bulletin* May–June 1959. 110–114.

Mohlenbrock, S. Efficient library administration. *Unesco Bulletin for libraries*. Jan.–Feb. 1962.

Sayers, W. C. B. The library committee. A.A.L. 1948.

To consolidate study of financial and statistical problems, use:

Corbett, E. V. Public library finance. L.A. 1960. Refer ad lib.

Great Britain, Ministry of Education. Standards of public library service in England and Wales. H.M.S.O. 1962.

Great Britain, University Grants Committee. Returns from universities and university colleges in receipt of Treasury Grant. H.M.S.O. 1962, 1963. 1960–61. 1962 (Cmnd 1855). 1961–62. 1963 (Cmnd 2135).

Hanson, C. W. Best use of library statistics. *Aslib Proceedings*. Aug. 1950.

2. Staff.

Again, bearing the needs of *all* types of libraries in mind, consider:

(a) Recruiting, (types of staff needed—qualities, etc.).

(b) How to combine education and training effectively.

(c) Deploying staff to best advantage; supervising them; staff duties.

(d) Activities of all types of staff organisations: national and 'internal'.

Ashworth, W. Staffing the special library. *Librarian and Book World*, Oct. 1960.

L.A. Professional and non-professional duties in libraries: a descriptive list. L.A. 1962.

L.A. Sub-Committee on in-service training. Report. *L.A. Record*. May 1962.

Mallaber, K. Division of library staff into professional and non-professional.
L.A. London and Home Counties Branch Conference proceedings. 1961.
Paulin, L. V. *and others.* In service training.
L.A. Reference, Special and Information Section Conference proceedings. (Publication pending). 1964.
Richnell, R. T. 'The efficient use of staff'.
Library Association London and Home Counties Branch, Weekend Conf. Papers, 1952. 9–12.

3. Stock.

Remember how wide a term this is. Consider the problems posed by the growth of non-book materials in libraries. Study should embrace the following:

(a) Provision—needs in different types of libraries, demands at different levels. How to discover and assess needs.
(b) Provision—practice. Selection, acquisition, 'processing' and recording stock.
(c) Stock maintenance. Study factors of deterioration (*subject-wise*, not merely physical factors) and note remedies. Remember the small library's difficulties. Consider stock mobility, revision proceedures, etc.

Benge, R. C. Bibliography and the provision of books. A.A.L. 1963. p. 73–115.
Bowyer, T. H. 'Considerations on book provision for undergraduates in British university libraries'. *J. Doc.* Dec. 1963. 151–167.
Burkett, J. and Morgan, T. (Eds.). Special materials in the library. L.A. 1963.
(Use especially for administrative problems of non-book materials).
Hunt, K. G. *and others.* Book-stock: building and maintenance.
L.A. London and Home Counties Branch Conference papers. April–May 1954.
(Covers University, Special and Public Libraries).
McClellan, A. W. Accessibility and other problems of book provision. *Library World.* May 1962.

4. Services.

Do not get fogged by *technical detail.* Study services as an administrative problem; services need policy, money, staff, and materials: approach them that way. Readings here are *highly selective*: supplement these by visiting libraries to see for yourself (ask questions, too) and by using *Library Science Abstracts;* many librarians publish useful descriptions of new and improved services.

Chandler, Dr. G. Provision of special services by public libraries.
L.A. Public Libraries Conference proceedings. 1963.
Henderson, G.P. Commercial libraries. *Unesco Bulletin.* Mar.–April. 1963.
Olle, J. G. The public reference service and specialisation.
L.A. Reference Special and Information Sect. Conference papers. 1961.
Paulin, L. V. Technical library services. *L.A. Conference proceedings,* 1960.
Slater, K. Types of use and user in industrial libraries. *Journal of Documentation.* March 1963.
Wormald, M. Issue and retrieval of books. *Library World.* Jan. 1963.

Note: A number of specialised publications may be used for more detail on particular services, departments, etc. These should be *referred to* rather than studied in detail at this stage. A few are noted below:

Currall, H. F. J. (Ed.). Gramophone record libraries. Crosby Lockwood. 1963.
Hobbs, J. L. Local history and the library. Deutsch, 1962.
Jolliffe, H. Public library extension activities. L.A. 1962.
McColvin, L. R. Libraries for children. Phoenix. 1961.
Going, M. E. Hospital libraries. L.A. 1963.

Conclusion: presentation.

Administration study must aim at *selecting* the relevant principles and facts, and *presenting* them logically. In reading, and in writing answers:

(a) Look for the underlying principles; relate these to your Paper 2 'framework of study' (government and policy; finance; staff; materials; services).
(b) *Classify* and arrange them in a logical sequence; work from the general towards the specific.
(c) Illustrate by example wherever practicable—remembering types of libraries *other than your own.*
(d) Set out your material so that its organisation is apparent.

As an administrator, you will have to produce pithy, logical, factual reports. Let your study be an exercise in this. If you are woolly-minded, read this:

British Association for Commercial aud Industrial Education. Report-writing. 2nd ed. B.A.C.I.E. 1961.

Paper 3. Organisation of Knowledge, by D. W. Langridge.

1. General.

Many existing text-books are at the level of the old Registration examination and therefore above the intermediate level. A new textbook to cover the present requirements will be published late in 1964. This is

Needham, C. D. Organising knowledge in libraries. Deutsch.

Mann, Margaret. Introduction to cataloguing and the classification of books, 2nd ed. 1943, is still of value, though more for cataloguing than classification, and

Savage, E. A. Manual of classification and display for public libraries, 1946, is valuable for its emphasis on display.

2. Classification theory.

The best text book is

Mills, J. A modern outline of library classification, 1960, chapters 1–4, but Part 1 students working by themselves may find it too difficult. The following may be used instead:—

Ranganathan, S. R. Elements of Library classification. 3rd ed.

Palmer, B. I. and Wells, A. J. The fundamentals of library classification, 1951.

Sayers, W. C. B. An introduction to library classification, 9th ed. 1958, Part I.

3. Classification schemes.

The most important thing is for the student to examine the schedules of the six schemes concerned and to read the introduction to each. The best way to learn something of the characters of the schemes is to attempt classifying a number of books by each scheme in turn. The best survey of the schemes for this examination is probably that of Sayers in the book already listed. The chapters in Mills' Modern Outline are far too detailed for intermediate work. Also recommended are the B.S.I. Guide to the U.D.C. 1963, and Mann pp. 70–84 in the book quoted above (for Library of Congress).

4. Cataloguing.

The most useful general textbooks are

Norris, D. M. A primer of cataloguing, 1960.

Akers, S. G. Simple library cataloguing, 4th ed., 1954.

Jolley, L. The principles of cataloguing, 1960.

The outstanding book on subject cataloguing is Coates, E. J. Subject catalogues, 1960, but as with Mills' Modern Outline Part 1 students may find it too advanced. They could, however, read his article 'The use of B.N.B.,

in dictionary cataloguing, *Library Association Record*, June 1957, pp. 197–202. Also useful for the dictionary catalogue are the appropriate chapters in Mann (op. cit.) and the introduction to Sears list of subject headings. For the classified catalogue there is a chapter in Sayers (op. cit.) and the account of chain indexing by J. Mills. *L.A. Record*, April 1955, pp. 141–148. For descriptive cataloguing there is

Piggott, M. Uniformity in descriptive cataloguing. *Libri*, 1963, pp. 45–54, and also pp. 126–135 in Jolley (op. cit.).

Various aspects of cataloguing special materials are covered by the following:

Aslib, Film Libraries Group. Film cataloguing rules, 1963.
Piggott, M. The cataloguing of government publications. *L.A.R.* April, 1956, pp. 129–135.
Horrocks, S. The state as publisher, 1952.
Hobbs, J. L. Local history and the library, 1962. Chapter 16.
Bryant, E. T. Music librarianship, 1959. Chapter 3.
Osborn, A. D. Serial publications, 1955. Chapters 7–9.
Woods, B. M. Map cataloguing, *Library resources and technical services*, Autumn 1959, pp. 257–273.
Music Library Association of America. Code for cataloguing music, 1959.

5. Cataloguing codes.

The three prescribed codes should be studied and the following two items should be read:

I.F.L.A. International Conference on cataloguing principles, Report, 1963.
Strout, R. F. The development of the catalogue and cataloguing codes, *Library Quarterly*, October 1956, pp. 254–275.

Paper 4. Bibliographic control and service, by C. D. Needham.

Three major areas: Reference materials, Reference methods, and Book production.

1. Reference materials.

Students should avoid purposeless learning of lists of reference books, etc. The principle aim here is to gain awareness of the functions and characteristics of the various types of material. This should be supported—and should indeed emerge from—the examination of major examples of such types.

Benge, R. C. The study of reference material. 1963. (*SCEL. Notes for tutors series*).
Roberts, A. D. Introduction to reference books, 3rd ed. 1956.
(Now out of print and increasingly out of date but still a standard work here.)
Shores, L. Basic reference sources. 1954.
(American emphasis but useful general introductions to the chapters on types of material and the chapter on evaluation of materials is well worth reading.)
Malclès, L. N. Manuel de bibliographie. Paris, 1963.
Chandler, G. How to find out. 1963.

For reference:

Walford, A. J. ed. Guide to reference material. 1959 and Supplement 1963.
Winchell, C. M. Guide to reference books. 7th ed. 1951 and Supplements 1954—.
(Has useful sections on evaluation of types of material.)
Malclès, L. N. Sources du travail bibliographique. Paris, 1950.

It cannot be overstressed that students must handle examples of materials. Reading *about* them is a secondary activity.

(a) **Bibliographical.**
The overall question of bibliographic organisation (the systematic listing of materials in 'systematic' or 'enumerative' bibliographies for selection, acquisition, location and use) should be carefully studied.

Benge, R. C. Bibliography and the provision of books. 1963.
Shera, J. H. and Egan, M. E. ed. Bibliographic organisation. 1951.
(Ch. 1 provides a still useful introduction to the problems.)

Developments 1950–1959 are usefully summarised in:
Collison, R. L. Bibliographic services throughout the world, 1950–1959. Unesco, 1961.
(Ch. 1; pp. 170–179 on Unesco; and the chapters on U.K., U.S.A., Germany and France.)

Note also for this section:
Staveley, R. Notes on modern bibliography. 1954.
,, Notes on subject bibliography. 1962.
Collison, R. L. Bibliographies: subject and national. 2nd ed. 1962.
Laren, K. National bibliographic services. Unesco, 1953.

(b) **Non-bibliographical.**
Space here is not sufficient to give readings on all types of material. On many of the types there are no especially significant works, and some of the general books noted above will give sufficient guidance.

(i) *Atlases.*
Balchin, W. Atlases today. *Geographical Magazine*, April, 1960.
Maps.
Crone, G. R. Modern maps and their uses. *Geographical Magazine*, Dec., 1963.

(*ii*) *H.M.S.O. publications.*
Published by H.M.S.O. H.M.S.O., 1960.
Lewis, P. R. The literature of the social sciences. 1960.
(pp. 126–133, but too detailed for Part I.)
Burkett, J. B. and Morgan, T. M. Special materials in the library. 1963.
(Chapters 1 and 2.)

(iii) *U.N.*
Salkeld, J. U.N. publications. *Manchester review*, Spring, 1962.

(iv) *Statistics.*
Lewis, P. R. The literature of the social sciences. 1960.
(Ch. 5—but again too detailed for Part I.)

2. Reference methods.
Covers assistance to readers generally and enquiry methods and techniques in various kinds of library. Also compilation of bibliographies, display, etc. Clearly this section of the paper is closely related to Paper I and some books listed there e.g. Aslib handbook of special librarianship, 2nd ed., 1961, and Burkett, J., ed. Special library and information service in U.K., 1961, will be relevant here.
Collison, R. L. Library assistance to readers. 3rd ed. 1960.
Foskett, D. J. Assistance to readers in lending libraries. 1952.
,, Information services in libraries. 1958.
Barnard, C. S. Bibliographical citation. *Librarian*, 1950.
pp. 105–110, 171–175, 125–129.
Jolliffe, H. Public library extension activities. 1962.

3. Book production.

Basic works here are well beyond the level of the Part I examination. Those intending to take Finals B 21 could usefully study:

Jennett, S. The making of books. 1951.

A recent publication which does to some extent meet the need for an elementary introduction and which can be recommended here is:

Spellman, J. A. Printing works like this. 1964.

[Note. The relative weighting given to the three sections above bears no relation to their relative importance in terms of examination questions.]

WHAT THE CHIEF EXAMINERS SAY ABOUT PART I

PAPER I by Ronald Stavely

The private student faces a special problem in Paper I. The aim of this new paper is to examine how libraries fit into the pattern of modern society, how they can best serve their public and how their progress can be measured effectively. The problem is that the relevant literature is not yet sorted out very well for the purpose. Private students must plan their reading with great care, after seeking responsible advice.

Some aspects of the paper, however, may tend to reduce the need for reliance on lecturers and tutors. For instance, questions can always be expected that will ask for personal judgments about librarians' duties, privileges and opportunities. Candidates must have the courage to offer their own views on social and professional standards, however tentative and provisional these may be. For judgments of this kind depend on one's personal philosophy.

There are other favourable circumstances concerning the kind of questions set, and the nature of answers, about which private students should be clear. For example, future papers will resemble the first in containing questions that can be answered equally well in many different ways. This is done deliberately to help candidates with different backgrounds and interests to compete on equal terms. There are no 'model answers' to which candidates must conform. Each answer is judged on its chosen ground, unless it reveals an unreasonable or wilful mis-reading of the question. Different styles in answering are also acceptable. Some topics are too large for full treatment in the time available. After showing awareness of this in an introductory comment, a candidate may be severely selective and offer the usual essay. It would be equally acceptable to offer a more comprehensive range of material, in note or tabular form. The examiner welcomes evidence that the candidate could answer more fully, given the time. However, in questions which ask for material to be selected on the basis of its importance (e.g. Q. 6 of June), candidates should not neglect to justify their choice.

It should be mentioned that the freedom of choice and treatment that is offered, which reveals candidates special interests and personal viewpoints, also identifies the ill-prepared candidate very quickly. First impressions of the June examination are that the paper performed both functions quite well. Enough candidates made constructive use of their opportunity, to justify the hope that this part of the syllabus will prove to have very real value. Students now preparing for it may expect an examination of the same kind and similar proportions.

For a senior examiner used to the old Registration Examination, with its low standard of work in relation to required level of attainment, and consequent low pass rates, it was a pleasant novelty to find oneself spending far longer this time adjudicating on border-line Merits than on border-line Fails. The general standard of work was about level with Registration last year where comparison was possible, and the high pass rate reflects the lower standard required in the new examination. The general level of *cataloguing* knowledge was much higher than that of *classification*, and many poorer candidates 'plumped' for cataloguing questions—if the original intention to sectionalise this paper had been adhered to the pass rate might have been significantly lower.

The most general fault was the same as heretofore, but far more pronounced —probably due to only five questions now having to be answered in three hours (though a number *did* answer *six*!): though three of the questions specifically stressed the need to be *brief*, answers were often as much as five pages or more. Students *must* learn to express themselves with *conciseness* and *compression*, and ruthlessly extirpate from their work all padding and useless detail.

Few candidates, too, seem to bother to read the instructions on the script book. *Two in five* failed to put the question number on each page, and many failed to indicate by (a), (b), etc. what parts of sectionalised questions they were attempting. For an examiner faced with a hundred or more scripts *these things waste time.*

The widespread ignorance of what *B.N.B.* is and does is appalling, and the bad work found in the questions on methods of guidance for readers on libraries' contents and arrangement revealed that many students must use libraries (presumably they *do* use libraries?) with their eyes shut. Apart from these matters the first Part I candidates, and their tutors, deserve the examiners' congratulations on a most creditable performance.

* * *

It is regretted that we were unable to obtain comments on Papers 2 and 4, but it is hoped that these will appear in the next issue.

NEWS FROM THE A.B.L.S.

It is eighteen months since I gave the first report on the work of the A.B.L.S., and since then the Association has held many meetings in London, Newcastle, Leeds and Birmingham—all with long agenda and too little time to cover all items planned for any one meeting. Much of the business is 'domestic', such as the long, long search for a secretary when Peter New starts his well-earned rest next year, the problem of how to organise the activities of A.B.L.S. to bring in the membership at large, as opposed to the preoccupation of the Executive Committee with administrative matters, and those embarrassing moments when members are called upon to explain their unconstitutional actions. In such an organisation much time is bound to be taken up in this way, and when one remembers that a dozen or so professional talkers are facing one another around a table it is not difficult to understand how the time passes.

I do not wish to give the impression that their meetings consist of idle chat: they are a serious group, very much aware of the responsibilities they now carry, and anxious to present a united front in the field of library education to the profession. One would have thought that in the last eighteen months their major concern would have been with internal examining. This has not been the case. Wisely they have allowed the L.A. to draft the standards and regulations, waiting until the scheme becomes operative, and planning their futures in order to match up to the standards to be imposed.

On two occasions the lecturers became students and went back to school. I sat with them for two days at the Education Centre of I.B.M. and was overawed at their knowledge of computer applications to librarianship. In the spring of this year they went to Boston Spa and spent a profitable period learning of the rôle, resources, service and organisation of N.L.L. The idea is to be extended and negotiations are underway with the British Museum for a course to be held there in the near future.

The question of practical work for students was rightly given lengthy consideration. The days of pushing uninitiated students on to unwilling libraries for a fortnight's lucky dip are past: the whole operation now needs to be well organised. A joint meeting of A.B.L.S. representatives and representatives of the 'big 8' was held and a preliminary policy statement issued. The matter was subsequently taken up by the Library Association who have now appointed a sub-committee of wider representation to consider the whole matter. Aslib has played its part by circulating to special libraries a set of recommendations on the way the practical work of a student could be organised.

With one syllabus underway, another has a good chance of being launched —this time for graduates. The Schools have for some time been dissatisfied with the present position whereby graduates are exempt from Part I and are required to take Part II at a one year course. They feel that an integrated course incorporating the best of both parts is desirable and have presented the L.A. with memoranda to this effect. The result is a draft syllabus and its attendent regulations which will be considered by the L.A. Council at an early date.

Perhaps the thorniest problem has been the recruitment of students to the Schools—the desire to increase the proportion of 'A' level entrants with their greater educability potential, yet to recognise their obligation towards 'O' level assistants who have been promised places by their chiefs. One School now accepts only 'A' level students and others are fixing dates after which only 'A' levels will be admitted. The problem will be resolved when the Entrance Examination ceases to exist and A.B.L.S. have made representations to the L.A. for a termination date. The L.A. have decided that the last sitting shall be November 1967.

Many other topics have occupied their attention; some appearing regularly as agenda but always being deferred owing to lack of time. The coming year may see the following activities completed: a centralised and standardised system of applications for school admission, a descriptive pamphlet on British library schools and what each offers, a pre-entry trainee scheme, and finally an elevation of status of some schools.

J.S.D.

A.A.L. CORRESPONDENCE COURSES, AUTUMN 1964

Courses for the Entrance Examination and Finals (pre 1964) Examinations will commence November 1964 and run to November 1965. The official closing date for applications is 30th September, but completed forms will be accepted during the first week of October. Please make application to Mr. J. S. Davey at 49, Halstead Gardens, London, N.21, enclosing a self-addressed envelope.

NEW COURSE.
Commencing this autumn a course will be available for Final 4(e) Presentation and Dissemination of Information. This course is, at the moment, offered only to those who are completing their Fellowship under the old Finals Examination.

Courses for Part II List C

In response to two earlier announcements one hundred members submitted names of subjects for which they would like tuition. Twenty four papers were specified and requests for each paper ranged from one to thirteen in number. In October the A.A.L. Council will consider the possibility of organising courses for a few of these papers and an announcement will be made as soon as possible. Members should be warned however that the compilation of courses is a slow business (always provided that compilers, editors and tutors can be found) and that they cannot expect any help until well into 1965.

AUTUMN EDUCATIONAL ACTIVITIES IN THE DIVISIONS

Devon and Cornwall.
A Weekend School at Plymouth Central Library, 17th and 18th October, commencing on Saturday afternoon, with an evening session, and finishing with a morning session on Sunday. It is hoped that the speakers will be Mr. Groombridge of the Research Institute for Consumer Affairs on the recent report issued by his department concerning London libraries, and Mr. Gardner, President of the L.A. on the new Public Libraries Bill and its possible consequences.

Further details from B. J. Chase, A.L.A., Plymouth Central Library.

Greater London.
A Weekend School at the Glenwood Hotel, Cliftonville, Margate, Kent, 7.30 p.m., 30th October to 4.30 p.m., 1st November. The theme to be 'Libraries for communication' and speakers will include Stanley Brett, Jack Dove and Edward Dudley. Cost of weekend, with full board will be £4 10s 0d. Booking forms and further information from L. J. Taylor, B.A., A.L.A., 58 Brudenell Road, Upper Tooting, London, S.W.17.

Kent.
A one-day Reference School at Dartford Central Library on Wednesday, 28th October, 10.15 a.m.–4.0 p.m. Intended for Entrance Examination candidates and new or prospective entrants to library school. Admission is free, but Mr. Atkin, Borough Librarian of Dartford, would like persons interested to send him a note of their intention to attend.

Liverpool and District.
An interesting meeting has been arranged for the younger members of the profession at Birkenhead Central Library for the afternoon and evening of 27th October. Speakers will contribute to a symposium on the aims and purposes of the A.A.L. and its relations with the L.A., Nalgo, etc. The evening will be devoted to talks on career prospects, entry to library school, how to get grants, etc. Sixth formers from local grammar schools will be invited, as well as new members, but all members of the Division will be welcome. Further details from C. H. Williams, A.L.A., 157 Lower Lane, Fazakerley, Liverpool 9.

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The Personnel Officer (Ref. MAT/64/1)
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We knew that this group of grammar school pupils would seldom number more than 15 in any one year but it still seems worthwhile to 'tailor' our stock in the subjects mentioned with them in mind. This seems especially true if I consider the commonly chosen alternative of titles selected by some 'mysic insight' and called 'our service to students' in various Annual Reports.

There remained the problem of how best to use the bulk of the bookfund to serve that ill-defined mass, the general public. A survey seemed desirable, but not necessarily of the sort used by other public libraries since what we wanted to know was the extent of the gap between what we supplied and what was wanted. For example, the fact that a reader found all the historical novels she wanted was gratifying but had little practical application. Accordingly we set about a special type of survey designed solely for ourselves, but it would require a further, shorter article, to describe it adequately.

C. R. HALL, A.L.A., *S/Regional Librarian, Wilts County Library.*

YOUR LETTERS

'These few precepts'*

I am appalled that the President of the A.A.L. (July *Assistant Librarian*) recommends Polonius as a model upon which to base the conduct of personal relationships. Within the context of the play Polonius is revealed as a pompous, narrowly self-seeking, all things to all men, time-serving, transparently calculating, hypocritical and havering old nit. Shakespeare showed whose side he was on when he moved Hamlet to give unto Polonius that which he so richly deserved, a swift and vigorous poniard in the arras.

I can only assume that Mr. Hoyle does not know the real nature of the animal Polonius, and I am sure that the A.A.L. is not imbued with such a spirit; but as we must always guard against such an element creeping into our affairs it might be all to the good if members of the recently formed Students' Association were represented in the corridors of power.

I would suggest to Mr. Jervis of Ealing Library School that some of the problems he poses would be solved if Library Schools were, in fact, Teaching Libraries. This would require that each school would be closely associated with a highly developed library system or, rather, complex of library systems, Public, University, and Special. In such a set-up all students, with or without previous library experience, would receive adequate technical and academic training. I think this kind of integrated organisation would achieve what Mr. Jervis desires without attempting to operate a system which involves long gaps between Intermediate and Part 2. Anything less than the Teaching Library would throw too much weight upon too many libraries, and other schemes of co-operation between schools and libraries are no more than a partial answer to the problem of providing adequate technical training in various departments of a given library. (See Mr. Hepworth's letter in the July *L.A.R.*)

RAY ASTBURY, *Lecturer, Liverpool Library School.*

*Hamlet, Act I Scene iii line 58. Presumably the President does not go with Polonius as far as 'Neither a borrower, nor a lender be' (line 75) or we would all be out of work, except for reference librarians, information officers and cataloguers. However, on Shakespeare's 400th anniversary it would do no harm to open his book and re-read Polonius' speech. Even a havering old nit can give good advice.—*Ed.*

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Gravesend Charging and Richmond Charging

I have read with much interest the article in the July *Assistant Librarian* regarding the book issue method introduced at Gravesend Public Library by Mr. E. N. Moore. For the purposes of record I think it should be established that this method of book charging is based on a system originally devised by my Lending Librarian, Mr. D. S. Hope, which we have been using at Richmond since April 1963. The following details may perhaps be of interest to your readers.

After studying the Manchester report on book issue methods* we decided to adopt their recommendation that books should be due back only once a week in order to cut down the queues on Saturdays and to make book reservations easier to trace. Tuesday was chosen as being the quietest day of the week and with the normal Brown charging system this involved the sorting in of each day's tickets into one sequence. With book issues totalling over 8,000 per week this proved a very tedious task with a high rate of human error. The weekly issue system had the desired effect in reducing Saturday queues and in making reservations easier to trace but we remained very conscious of the need for some solution to the problem of issue sorting and filing. We felt that neither photocharging nor token charging was desirable in general nor appropriate for our particular needs, but believe that the system we have now evolved combines the advantages of transaction charging with the advantages of Brown charging.

The system uses as transaction cards a set of inexpensive thin paper slips preprinted with the date of return, one slip being required for each book issued. These slips are perforated down the centre and each half of the slip is printed with the same running number, as is the case with an ordinary cloak room ticket. Each half of the slip is the same size as a book card. When the book is issued the perforated slip is torn in half, one half is placed in the book pocket and the other half in front of the book card in the reader's ticket. The charges thus formed are automatically filed away one behind each other in numerical order according to the number on the slip. Issue statistics can be obtained by counting in the ordinary way as under the Brown system. In this way the whole week's issue is automatically in order and no sorting whatsoever is required.

When the book is returned the slip in the book is married with the slip in the issue tray, the two slips are thrown away, the bookcard replaced in the book and the ticket returned to the reader. All books taken out at the same time are automatically filed in the same place and no number is longer than four figures. The initial tracing of the particular week when the book is due for return is greatly facilitated by using a different coloured slip for each week, colours being used in rotation every eight weeks. For renewal the reader must quote the number and date on the transaction slip. The charge is then removed from the issue and the new date is hand stamped onto the transaction slip. A separate parallel sequence is used for filing charges for renewed books.

This system has led to the use of a visible index for book reservations which although commenced with grave misgivings—reservation total about 800 a month—has proved most efficient in practice. Overdues can be dealt with as under the ordinary Brown system. The one disadvantage of the system is that whilst fewer queries arise than under the Brown system they take somewhat longer to trace. It has been found necessary to use a special type of board label to cut down the loss of transaction slips by readers, the design of which is based on that in use by St. Marylebone libraries.

*Hogg (F.N.) *and others.* A report on a survey made of book charging systems at present in use in England. Library Association, 1961.

By use of this book issue method we have successfully cut down queues and, of vital importance, have released staff from mechanical sorting to give a better direct service to our readers. At the same time we have retained control over bookstock, can effectively control the number of books a reader can borrow at one time, and the reader has a receipt for his returned book—i.e. his library ticket. We have investigated the Gravesend variation of this system but found that the type of reader served was totally different. Renewal—especially by telephone—reservations and overdues at Gravesend are far fewer in number and the Gravesend system would appear to present certain difficulties where these categories are as extensive as they are at Richmond. I think that this scheme might well prove useful in other *medium sized libraries* and would be pleased to demonstrate it in action to any interested librarian.
GILBERT TURNER, F.L.A., *Borough Librarian, Richmond, Surrey.*

'A breakthrough in Charging systems?'
I was interested to note in the report from the Kent Division (*Assistant Librarian*, July 1964) that the Librarian of Gravesend had evolved a charging system based on a combined dater and numbering machine. Reference to the *Assistant Librarian* of January 1961 will show that I first advanced this idea in your correspondence columns. Since that date a modification occurred to me that Gravesend or another library might like to try.

The issue trays and numbered guides should be replaced by frames of 100 pockets each (or of a lesser number if a smaller frame is more convenient). Each pocket is numbered in order, so that the charge inserted will correspond to the last two numbers stamped on the label besides the date. Thus the issue for a book stamped with the No. 2468 will be in the 24th frame, in the 6th row and 8 along. A well-designed frame will considerably increase the speed of discharging by providing an exact and unvarying location for each issue and giving the advantages of a visible index. The advantages, indeed, may be compared to those enjoyed by an index on a printed page, over one on cards.

I received a number of replies to my original letter, but Gravesend is the first library I have heard of that has put the combined dater and numbering machine to work, and I should be glad to hear of its use anywhere else.
VICTOR E. LETTON, A.L.A., *Bermondsey Public Libraries.*

'The future of professional education'
Mr. Brimelow is as entitled to his views on professional education (*Assistant Librarian*, July 1964) as I am to mine, so no useful point would be served by my commenting on the mass of desultory little points he makes in reply to my article on professional education, except in certain particulars:

(1) He asks 'why have there been no questions [in Registration A(ii)] on the Aslib/Cranfield project or I.F.L.A. cataloguing conference?'. Questions *specifically* on these subjects were suitable for the old Final examination rather than Registration. It was my view that questions at Registration level should, so far as possible, be 'open' to give candidates as wide an opportunity as possible to show off *special* knowledge without penalising them for *lack* of it. As Mr. Brimelow did not, I think, consider it worthwhile coming to the Conference of Tutors and Examiners held at Chaucer House last autumn, he may not be aware that on that occasion the library schools strongly made the point that they also prefer 'open' questions to specific ones. In order to make it clear that knowledge of the

Aslib/Cranfield project and other recent cataloguing developments have, in fact, penetrated to these benighted parts I now quote some questions set in the old Registration examinations during its last three years which enabled candidates aware of such matters to make full use of it:

Discuss . . . ONE of the [A.A.] alternative rules . . . Indicate any opinion of which you are aware that have been expressed on the point . . .

(Dec. 1963)

Describe and assess the usefulness of co-ordinate indexing . . .

(June 1963 *and* Dec. 1961)

Problems of corporate authorship are prominent in current cataloguing code revision projects. Discuss . . .

(Dec. 1962)

Prepare a short memorandum for the L.A. Research Committee outlining a project . . . which would justify a research grant.

(Dec. 1961)

Say briefly what you know of . . . co-ordinate indexing . . .

(June, 1961)

(2) 'Only 46 per cent of all chartered librarians are employed in public libraries',: true, but not only *public* libraries use Dewey, and of those non-public libraries which don't use Dewey the vast majority use U.D.C., *not* Bliss or Colon which are the two schemes with which certain library schools are actively engaged in indoctrinating the coming generation of librarians. Library schools have a duty to the profession which will employ their products to cater for the realities of the British library scene, which means basing their classification teaching firmly on Dewey/U.D.C.

(3) Re Mr. Brimelow's assurance that library schools are fully prepared to accept 'adequate supervision' in return for internal examining: are all the schools agreed on what would be adequate, and upon suitable standards of examining? If so why are some schools presenting their students for the Part I examination after a year's study and others after only six months? Some of us will be more prepared to accept assurances on these points when they come in the form of a *unanimous* statement from the A.B.L.S., a body which as yet seems reluctant to be pinned down to a firm statement on anything.

(4) The senior examiners under the old syllabus were in no way consulted about the *structure* of the new one, so Mr. Brimelow is wrong in suggesting that they can be held responsible for its shortcomings. Once the new one had been formulated those of us who were appointed senior examiners for it were given every opportunity to express their views on its detailed working-out.

(5) I still dislike the way chief librarians' judgement has been treated as of no account this year in selecting students for library schools. In some cases candidates for admission have been interviewed (not, Mr. Brimelow, always by library school directors but sometimes by lecturers with only a year or so experience) and rejected without so much as a testimonial having been requested from the chief librarian. Can anyone tell me how it comes about that perfectly ordinary branch librarians, reference librarians and so forth who get jobs as library school lecturers are automatically endowed overnight with qualities of discernment and discretion denied to chief librarians who have not only managed libraries for years, but in many cases have been deeply involved with professional education as teachers and examiners? Candidates for admission to schools should be selected, at *recruitment* stage, by interviewing panels consisting of representatives of all interests involved, aided by psychological aptitude tests and other techniques

of modern personnel management. A hit-or-miss interview between complete strangers, favouring as it does the middle-class against the working class, the accentless against the dialect-speaking, and age for age the girl against the boy should not be regarded as enough to damn a potential professional career.

May I conclude with a quotation from *Encounter* (article by R.W. Leonhardt, April 1964), which seems relevant:

'In Germany, every school has its own *Abitur*. Thus the examiner who decides which pupil shall pass his *Abitur*, and the teacher who has been teaching him, are in fact (in spite of certain checks imposed by the local education authorities) one and the same person. Granted, one's own teachers are in general better disposed than any more-or-less-anonymous examining board. But precisely this situation seems to me to have had consequences often attributed to a highly dubious "German national character." '

'After all, to be simultaneously teacher and examiner is bound to lead to a certain schizophrenia—it is like being defence counsel and judge at one and the same time. And any reasonably intelligent pupil quickly discovers that nothing is quite so important as getting on the right side of the teacher, his prospective examiner. The same applies to the university student, not so much in the case of the "*Staats-exam*", but certainly in the case of the universities' own internal exams which determine, for example, which students will one day end up as professors. Needless to say, the system is self-perpetuating; and it is hardly coincidental that moral courage in the face of authority was never in my country, a prerogative of the academic.'

L. G. LOVELL, F.L.A., *Chief Librarian, Rotherham.*

Qualifying after Marriage

So much has been written about the 'pipeline' student that I do not expect anyone to be interested in my personal experiences of 'hardship', but at least I will feel happier for having told you of them.

I entered librarianship because (among other, more acceptable reasons) it was a career in which I could train at the same time as earning a salary, however small. I married after passing F.P.E., but hoped to continue my studies by correspondence course. This is now no longer possible. Since I have a baby, it is also impossible for me to go to classes at college, either daily or resident; even when the children grow up, I would never consent to a residential course, and by that time, no doubt, one-day-a-week courses will also have been stopped. (It is constantly reiterated that these are only a temporary measure.)

In an age in which early marriage has become increasingly more common, and in a profession in which women are predominant, it seems ridiculous that the only method of study which most married women can follow should no longer be available.

I am now looking for another profession in which the members are less concerned with their mythical 'status' in society, and more with the practical and individual problems of their fellow members.

(MRS.) JACQUELINE R. BARRON, 522 *Hitchin Road, Luton, Bedfordshire.*

SHORT NOTICES

LIBRARY ASSOCIATION. COUNTY LIBRARIES GROUP. Choice of careers. 5th ed. (*Readers' guides—No.* 74)

Three years separate the fourth and fifth editions of the *Readers' guide to books on choice of careers.* This new edition has been compiled for the Editor by the staff of the Warwickshire County Library. It goes without saying that it has been brought up to date not only by additional entries but also by streamlining the section headings and adding more cross references. The contents list, too, now contains a number of most useful *see* references. I have mixed feelings about *careers novels.* A good many of those included in this *Guide* are now between five and ten years old, and, to take but one example, Molly Hilton would notice a few changes between 1958 and the present day in her chosen profession. I would prefer to see all such taken out of their various sections and put into a section called NOVELS,—or even FICTION, if the Editor feels particularly nasty. Good value, as always, these Guides, but if *you* think it dear at 2s. 6d. why not buy any number between 12 and 49 and get them for 1s. each?
K. L. GIBSON

LIBRARY ASSOCIATION. REFERENCE, SPECIAL AND INFORMATION SECTION. *North Western Group.* Three short papers presented at a Colloquium to discuss some Special Library problems, 3rd December 1963. 1964.

The papers are 'Identifying and locating standard specifications', by R. Astall; 'Some shortcomings of *Chemical Abstracts*', by D. Kaye; and 'Trade marks', by A. L. Smyth. They have been duplicated by the Group because it was felt that they should be put on permanent record. In order to print the information quickly, no attempt has been made to edit them and they therefore do not achieve the standard of the Group's other publications.

The Group felt the information was of great practical value and that it deserved wider circulation. Individual copies are available free if a stamped addressed foolscap envelope is sent to: Miss Nancy Wright, Hon. Secretary, L.A. R.S.I.S. N.W. Group, Information Section, U.K. Atomic Energy Authority, Risley, nr. Warrington, Lancs.

BRIO: journal of the United Kingdom Branch of the International Association of Music Libraries. No. 1, Spring 1964. Two issues a year. 10s 6d per annum. Free to members of IAML, U.K. Branch; 7s 6d to other IAML members.

Brio is the first magazine publication for British music librarians. A feature will be a classified index of articles published in selected musical periodicals available in the United Kingdom. In addition there are articles of interest to music librarians and possibly to others interested in music libraries and their work. The contents of *Brio* No. 2 (Autumn 1964) will include an article on 'Training for music librarianship', by J. H. Davies, Chairman of the U.K. Branch.

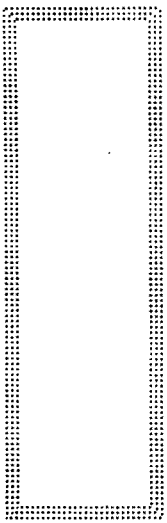
The Hon. Editor of *Brio* is Miss Ruzena Wood, c/o National Library of Scotland, George IV Bridge, Edinburgh 1. The Hon. Secretary/Treasurer of the U.K. Branch is Walter H. Stock, Royal Academy of Music, Marylebone Road, London, N.W.1. The annual subscription to IAML is £3 3s to libraries, institutions and associate members and £1 10s to personal members (librarians). For this, members also receive a free copy of *Fontes Artis Musicae*, the journal of the International Association of Music Libraries.

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The Assistant Librarian

Official Journal of the
Association of Assistant Librarians

CALCUTTA UNIVERSITY CENTRAL LIBRARY

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(*Group of the Library Association*)

Editor: Peter D. Gann. *Associate Editor:* Tom Wilson

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CALCUTTA UNIVERSITY CENTRAL LIBRARY

LIBRARIES AND YOUTH*

I am indebted to Michael Darvell of Surrey County Library for sending me a cutting from *The Observer* of 9th August, which reads as follows:

'New V.D. warning. A new poster titled "Casual Promiscuity", which warns against the danger of V.D., has been issued to local authorities. The Health Ministry asks that it be displayed in places *where young people gather, and* in entrances to town halls and *public libraries.*'

You might think it poor taste to reprint a notice on this subject to make the point that the Health Ministry appears to have heard of our problem of how to get young people to use libraries, if that is what they meant by that particular wording. But it also gives me the opportunity to discuss the provision of controversial literature on our open shelves, and library service to youth, which in this case are interconnected.

There is a tendency for books about sex to be kept off the open shelves. In certain cases, I approve of this tendency; but teenagers need information, guidance and advice on sex—not to make 'casual promiscuity' any easier or less hazardous, but because, on this subject, ignorance is not bliss. Of course, moral as well as physiological guidance is needed. There are many books on sex written especially for the young, which should not be kept off the open shelves in the belief that sex is dirt.

The library should also be an information centre for the community as a whole, and should know who can help those in need. This means establishing close contacts with local churches, youth clubs, Citizens' Advice Bureaux, local societies, etc., so that whatever their problem, and whatever their age, people will turn to the library for information. Teenagers may not read much as a substitute for living (a point made by Miss J. Solomon in the March *Record*), but then neither do we purvey only escapist literature.

ENTERPRISE

The Manchester and District Division of the A.A.L. is to be congratulated on the compilation of 'An index to Manchester and its Region', that is, to the Survey prepared for the British Association meeting held in Manchester in 1962.

Mr. M. J. Harkin, A.L.A., of Manchester Public Libraries, who edited the index, writes: 'A descriptive regional volume is usually produced for each annual meeting of the British Association. These volumes contain much useful information, but unfortunately they are rarely, if ever, indexed, and so what would otherwise be a useful reference book is unusable as such'.

Full marks too for getting the index published by Manchester University Press at 2s.

* Mr. Barnes has more to say on this subject on pages 163–170.

Sheffield Public Libraries recently produced an unusual dictionary, entitled ' 'Isms' as many will have heard. (In case they haven't, it is a dictionary of words ending in -ism, -ology and phobia.)

Mr. Bebbington writes: 'The first edition is now almost exhausted due to the considerable demands for copies which have been received from libraries of all kinds, commercial companies, newspapers, booksellers and individuals throughout the world, particularly in America. The Libraries and Arts Committee have therefore decided to print a further edition of 500 copies to meet the demand. The selling price of this 90-page dictionary remains at 6s. (6s 7d by post). Copies are obtainable from John Bebbington, F.L.A., City Librarian and Information Officer, Central Library, Surrey Street, Sheffield 1.

The Greater London Division, A.A.L., has just published *Some Aspects of Stock Provision* (64 pp.), which is the proceedings of a course of lectures held by the Division at Chaucer House in October 1962. It contains five papers on the methods and policies governing book selection in public, county, government and university libraries. A useful contribution to the literature, of value to students and practising librarians, it can be obtained from G.L.D.'s Hon. Publications Officer, Miss Julie Barnard, A.L.A., Central Library, Marylebone Road, London, N.W.1. The price is 6s; cheques and postal orders should be made out to 'G.L.D./A.A.L.'.

William Caldwell writes in *An Introduction to County Library Practice*,* page 48: 'Some counties take the view that the cataloguing of fiction does not justify the expense involved, especially if, as is common, fiction is excluded from the request service.' Poor county readers! By contrast, happy are the readers of **Chelmsford,** where not only is fiction catalogued, but the Public Library is prepared to devote a whole issue of its monthly book list, *The Chelmsford Reader,* to that form of literature. More, in an editorial, the Borough Librarian, Mr. E. O. Reed, J.P., F.L.A., appeals to his public to 'venture forth in their choice of novel' and comes up with a wealth of advice. The book list is of 24 pages; it is classified under broad headings; it is annotated; and on the front cover that old master Georges Simenon smiles a welcome over his briar (by permission of Hamish Hamilton).

To revert to Mr. Caldwell. He goes on: 'The alternative is either to buy a copy of a particular novel if urgently required and not available in headquarters, or to circularise branches, some of which, in view of the heavy duplication of fiction titles generally, are likely to have a copy. Either solution is likely to be cheaper than cataloguing the entire fiction stock, and the degree of inconvenience caused by lack of a fiction catalogue is found in practice to be very small.'

But what about the reader who, confronted by the numbers of books to choose from on the shelves, wants a little preliminary survey; or who, knowing that many books will be out, wants a more complete picture of the library's stock? The book knowledge of the staff will be a help, but one cannot take away the staff's book knowledge and browse through it at home. Might one suggest that the inconvenience would be even smaller if there was a 'Readers' guide to fiction' available? It should be smaller in scope than the A.A.L.'s 'Cumulated fiction index' and should include a lot of the last year's output (with perhaps reprints of older works and standard authors). In other words, it would be rather like an enlarged version of the September 1964 issue of *The Chelmsford Reader.*

* Second edition, 1964. Association of Assistant Librarians, 12s. (8s. to members).

THE FORSAKEN ONES: a summary

by Melvyn P. K. Barnes, *Senior Assistant, Stevenage Central Library, Hertfordshire County Library*

I. Introduction

'The real reason why we lose children is that when we do we have never really had them because their use of books is superficial, apart from and not part of their constructive interests' (1). This quotation from the McColvin Report of 1942, in which the teenage drift from libraries was commented upon, serves as a stark reminder that the problem is nothing new; it is not so much a result of our contemporary society and its many non-literary attractions as we are given to suppose.

During recent years there has been renewed discussion (2, 3, 4, 5), following the statement of the Crowther Report that 'Over half the modern school boys and girls interviewed . . . had at one time belonged to a public library; only 16 per cent still belonged after leaving school' (6). Yet condemnation of the teenagers themselves and apathy in the matter of effective library provision for them combine to form the consensus of opinion still predominantly exhibited by librarians today. Many European countries have already tackled the problem, and their observations could provide useful grounds for research and development in this country (7, 8, 9, 10, 11, 12, 13).

An examination of the accepted reasons for the drift can help considerably in a study of the problem, possibly providing channels for future investigation. The foremost reasons appear to be:

(i) The attractions of television, the cinema, dancing, and the whole field of commercialised entertainment.

(ii) The newly-found interest in the opposite sex.

(iii) The rigours of an examination system whereby prescribed textbooks are the only materials read.

(iv) Their employment on leaving school may not leave adequate time for recreational reading, and may only require the reading of vocational material.

(v) Library and school are, rightly or wrongly, often regarded as integral parts of the educational machinery, to be simultaneously rejected on attaining the school-leaving age.

(vi) The public library is viewed 'as being middle class, reflecting middle class standards, and they feel very often that a whole air of patronage surrounds the library and its service' (4).

(vii) The feeling of being too old for the children's library, yet too young for the adult library. This is also connected with the lack of books aimed specifically at this age-group.

II. Children's Libraries

Although the period under discussion is that of adolescence, it is unwise to concentrate all attempts to solve the problem on this age-group itself. Mr. McColvin's point, quoted above, is relevant in indicating that insufficient efforts are made by librarians to attract and secure children when they are younger. The newly-discovered pleasures of adolescence cannot entirely overshadow the influence of a pleasurable library usage which has been fostered by efficient librarians who recognise the literary requirements of children and genuinely attempt to meet them.

Thus the problem can be overcome by concentrating on the question in hand throughout the life of the child, so that the idea of rejecting the public library will seem ridiculous to the teenager of tomorrow. It has been stated on numerous occasions that the principal aim of a children's library is to develop a body of adult library users for the future, on the theme that 'the child is father of the man'. First things first, however; let us begin by making the long overdue attempt, through the medium of the children's library, to develop a body of *teenage* library users for the future. We must emphasise that books are essential, not symbols of escapism but the vital means of enjoying life and its many facets to the full.

A child may be influenced by the librarian immediately upon joining the children's library. Many authorities, however, refuse to allow children below a certain age to use the library; this is basically wrong, since there is no guarantee that a child who is refused access will return on reaching the required age. It is in our own interests to encourage the habitual use of the library from the time the child is able to sign—however illegibly—a registration form, and to guide this habitual use through junior, intermediate and adult departments. The process must be smooth and unhindered; any break in the chain may result in the drift which we are attempting to rectify.

If use of the children's library is to be happy and profitable, vast improvements will need to be made in the future. Deficiencies in public library service for children are exhibited in the Youth Libraries Section survey of 1958-59 (14), which makes it scarcely conceivable that children can be attracted to the library, to such a degree and in such numbers as we should like to see, while such deficiencies prevail.

The earlier maturity and advanced intelligence frequently displayed by adolescents must be taken into account, and restrictive age limits between adult and junior departments removed. If a thirteen-year-old is confined to the junior library, which is often more specifically directed toward children of primary school age, he cannot be condemned for rejecting library services. Free access to the adult library should be given, to render the metamorphosis more smooth and natural than sudden transference at the prescribed age of fourteen or fifteen. Once the newcomer to the adult department is securely settled, an effective programme of publicity, publications and extension activities should come into force.

III. Intermediate Libraries

The various methods advanced for overcoming the crucial changeover period between junior and adult departments will repay careful study. On balance, the establishment of an intermediate library for teenagers provides a solution. American libraries have achieved outstanding results in this field, with ideas which could possibly be adopted, or at least experimented with, in Great Britain. It must be emphasised, however, that use of the intermediate department should not be compulsory; freedom to use the adult collection at will, as mentioned above, must be preserved. Similarly, no rigid age restrictions should be imposed.

Location of the department is a matter of some controversy. Nevertheless, since the use of a separate room is undesirable on the grounds that it involves two transfers instead of one, and the placing of the intermediate collection in the junior library is of little value on the grounds that potential users are no longer interested in the junior library, there remains only one alternative. Installation as a section of the adult library is of considerable value, as the surrounding books are those which the teenager will be using next.

The stock of such a department will consist principally of adult books. Although it should be unnecessary to belabour the point, the basis of selection must not be censorship; the department does not exist to improve the reading standards of teenagers, but to *encourage* them to read and to make use of the library. Careful investigation into adolescent reading is of inestimable value, as may be seen from the discussions held at the North-Western Polytechnic in 1954 and 1956 (15). The lack of books written specifically for teenagers is an unfortunate disadvantage, although negotiations with authors and publishers might in some degree remedy this.

A most important feature is the staffing, as the service will largely depend on the person chosen to administer it. The American method of training specialists as teenagers' advisers is probably equally acceptable in this country. Besides the requisite knowledge of adolescent psychology and of the literature particularly suitable for adolescents, teenagers' advisers must possess the necessary personal qualities; a genuine interest in teenagers, a friendly and uncondescending manner, and a sense of humour are all valuable attributes. Training of such librarians should be encouraged in Britain, by means of specialist certificates and insertion into the L.A. syllabus of appropriate papers relating to work with teenagers.

Much can be done by means of displays, book lists, talks to schools and youth organisations, and numerous extension activities. But 'two libraries only have large youth libraries. . . . Most libraries have collections of books for adolescents: six of them house them in the adult library, the remainder in the junior library' (16). This statement was made in the Report on the Library Service of London and the Home Counties (1959). There appears to have been no perceptible change in the situation since the previous report, in 1954; to say that there exist grounds for improvement in this matter would, therefore, be an understatement.

IV. School Libraries

The urgent need to develop public library services to children, and to bridge the gap between childhood and adulthood by the establishment of intermediate departments, in no way reduces the importance of adequate library provision in schools. Encouraging as it may be to note that new school buildings usually make provision for a library, and that teacher training colleges are beginning to pay considerable regard to teacher-librarianship, it is nonetheless conceivable that the problem of today's teenage drift from libraries would scarcely be of such magnitude had more efficient provision for libraries in schools been made in the past.

Unlike that of the public library, the clientele of the school library may fairly be described as captive; what is more, this accessibility to training in the use of libraries is shared by all pupils, including those who do not make use of the public library. Thus the ideal opportunities to transform such children into habitual readers must be utilised to the full.

Another important feature of the school library is that it is directed towards educational aims. This in itself can be a drawback in creating the impression that a library is an integral part of education which is no longer required once pupils reach the school-leaving age. To cancel this, however, there exists another definite aim: to cultivate 'the reading habit'. Methods which are valuable in attracting children to literature are outlined in the book *The Library in Education* (17). It remains the responsibility of teacher-librarians to impress upon pupils the fact that books are indispensable and are not merely one facet of school life to be later cast aside.

A genuine interest in the school library should be encouraged by means of library study periods and personal guidance. The role of school libraries as a co-ordinating factor between school and outside interests must also be cultivated. Finally, teacher-librarians should consider the provision of educational and recreational material specially applicable to teenagers, some observations on which are made in the report 'The Education of the Adolescent' (18).

The teacher-librarian must freely encourage children to use the public library, and in this matter be supported by the local children's librarian. Such support may be forthcoming in various ways. Application forms could be provided for distribution at schools, and assistance may be given in questions of technique and book selection for school libraries. The teacher, for his part, can help the public librarian with professional advice regarding education and child psychology. School library techniques may be based on those of the public library, as variant points could completely nullify the effect of instruction to pupils in how to derive maximum potential from the public library.

The value of library instruction classes in schools may be greatly increased if arrangements exist for class visits to the public library. Such visits, with explanatory talks by the children's librarian, should be a basic feature of co-operation between library and school. To engage the attention of schoolchildren still further, the children's librarian should visit schools for the purposes of book talks and discussions, story-telling and other activities, all of which will contribute to an interest which is more likely to survive the trials and tribulations of adolescence than if nothing were done by the librarian to cultivate that interest during childhood.

The importance of co-operation between school and library cannot be emphasised strongly enough. This should be continuous, although frequent campaigns may also be useful. The Children's Library Week held in Hertfordshire during 1961, for example, relied upon co-operation between schoolteachers, librarians and literary personalities (19). The objectives of this function were reasonably fulfilled, and it may be mentioned that the proposed National Children's Library Week cannot but have a beneficial effect.

As Mr. Bearman has stated (2), it is indeed a 'critical period when the scholar becomes a school-leaver'. Talks to groups of school-leavers by the local librarian may serve a useful purpose, but the present writer agrees with Mr. Bearman that 'it needs much more imagination and closer consultation between school and library over a much longer period if any effective results are going to be achieved'. As has been demonstrated, this period extends over the entire school career.

V. The Drifters

Despite an intensive publicity programme in schools, there will be some school-leavers who have no interest in the public library. They need not be entirely out of contact with librarians, however, and everything in our power should be done to engage their interest. Some most unconventional ideas have been put forward in the past, and these are by no means out of the question—in this matter, the end fully justifies the means.

The establishment of a library coffee bar, theatre, jazz record concerts and informal meetings should be seriously considered. The United States accepts the idea of radio and television programmes sponsored by libraries—although it might be difficult in this country, since our programmes are not used as advertising media. Libraries could make more use of the B.B.C. Teenagers need to be convinced that a library is alive and up to date.

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Mr. T. E. Callander is reported as saying: 'Have you ever tried to attract a teenager into a Carnegie library?' (20). It is the popular misconception of the musty, rule-bedevilled mausoleum which must be totally destroyed. Attractive display techniques, a laxity in the matter of rules and regulations, and a benevolent air of welcome can do much to promote the library and correct the illusion that one hundred years of librarianship has built up in the public eye.

Many teenagers would be delighted to leave cramped home conditions if suitable facilities for reading were to be provided in libraries. Antediluvian 'no smoking' laws, which do not promote good public relations, could usefully be abolished in young people's reading-rooms. Later library hours, despite staff opposition, are also necessary. According to the Albemarle Report, 'It would greatly help the growth of (teenagers') interests if public libraries . . . remained open until 10 p.m. on at least some nights of the week, so that young people might make fuller use of them during their hours of leisure' (21). Yet how many libraries have adopted this suggestion, or even attempted an experimental period?

Too few librarians recognise the important contribution they can make by gaining representation on local youth councils; yet this can do much to bring the library to the attention of teenagers. Similarly, too few librarians have any intention of measuring their services against the long-awaited Working Party Report, which has something pertinent to say regarding the problem under discussion—'We consider it to be the library's function not only to provide library materials but to take steps to see that they are brought to the notice of those who can benefit from them; such action can be a valuable contribution to the youth service' (22). It remains to be seen whether such basic advice will be taken by librarians who complain of a teenage drift.

VI. Club and College Libraries

Many more youth clubs could set up libraries, in which certain club members take an active interest. Library staffing is usually in the hands of a small committee of members, and valuable help and advice may be given by the local public librarian.

Co-operation between clubs and public libraries is as important as that between the latter and schools. Talks and visits by the local librarian can be of great value. A deposit collection or mobile library at a youth club is hardly useful if unsupported by help and encouragement from a skilled librarian to stimulate the interest and imagination of members. The librarian, for his part, should remember that dogmatic teaching is not a profitable approach with teenagers; this is where he may usefully take advice from the experienced youth leader, who may also help in other ways. 'The public librarian can now rightly look for trained youth workers in his area who can assist him to know the reading tastes of the youth in his club and in the locality generally' (4).

It is encouraging to note the substantial improvements of recent years in the matter of college libraries. The growth of the tutor-librarian movement is also a potential antidote to the teenage drift from libraries, and it must be pointed out that opponents of tutor-librarianship have overlooked one important point. Tutor-librarians do *not* spend excessive time lecturing students; indeed, the value of such lectures in terms of stimulating interest is so great that even more time, were it possible, should be devoted to library study periods and explaining the value and use of both college and public libraries. As a tutor-librarian has himself written: 'The student's own college library may at first seem large, but he must be told of the considerable resources available to him outside its walls, and en-

couraged to use them. Finally, he can be encouraged through use of the library to realise his wide social responsibilities' (23).

VII. Conclusion

The teenage drift is a problem which everyone connected with youth must unite to solve. There is no single antidote, but ideas have already been advanced by numerous authorities (see bibliography following). This article has of necessity been mainly an amalgam of such ideas, and no apology is made for this; few librarians have yet shown the initiative to experiment with them. An important contention has also been made that our programmes to reduce the drift must not be delayed until children are entering their teens.

In short, a great deal of work must be done if there is to be a substantial body of adult library users in the future. Can there be any possible doubt that such work will be justified? 'No group faces life more honestly and courageously; no group responds with greater enthusiasm when interested. . . . The library is a key place and librarians are key people to help develop youthful exuberance and potential involvement into informed leadership and effective citizenship' (24).

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Scottish Public Libraries are the subject of a fashionable supplement in the July/August issue of *S.L.A. News*, the official 'news sheet' of the Scottish Library Association, the main part of which inlcudes reports of the S.L.A. Annual Conference. Some news sheet! This issue contains 36 pages, apart from the supplement, which contains 24 pages. It is lavishly illustrated with photographs, yet only costs non-members 6s. per annum (i.e. 1s. per issue) post free. S.L.A. members get it for nothing. No wonder the Editor, Peter Grant, A.L.A., of Lanark County Library, maintains that it is 'the best periodical issued by any branch or affiliated body of the Library Association'—it is surely the best value for money! Prospective subscribers please write to W. A. G. Alison, F.L.A., The Mitchell Library, North Street, Glasgow, C.3.

CHECK YOUR REFERENCE

LIBRARY ASSOCIATION. Reference, Special and Information Section. Basic stock for the reference library; edited by A. J. Walford and Charles A. Toase. 1964. (1s post free from the Publications Officer, L.A.). 24 pp.

This pamphlet is a revision and expansion of the list of basic reference books which was included in the report on 'Reference library stocks', published by the Reference, Special and Information Section in 1960. The list of bibliographies, particularly has been expanded, and the list contains about 400 items.

As the editors have stated in their preface: 'It was not claimed that this was the only list of basic books—no two librarians could agree on every one of the items listed.' It is extremely difficult to compile this type of basic list. The problem is not so much what to put in, but what to leave out. Perhaps in the second edition of Walford, certain entries could be asterisked to indicate basic stock items.

A few errors have crept in: *Biological abstracts* is issued every fortnight and not 10 times a year, it costs $260 a year not $100, the cumulative index is another $144, and the current edition of the Food and Agriculture Organisation Catalogue of publications is 1945–62, published in 1963.

A copy of this list has been sent to all members of the R.S.I. section and to every chief librarian. If every public reference librarian in the country checked his shelves against this list and was allowed to fill those doubtless gaps, we would go some of the way towards refuting the statement that 'reference library work is the outstanding failure of British librarianship', made by McColvin in 1942 and still true for many parts of the country today.

DEREK JONES.

UGANDA: LIFE AND LIBRARIES

Uganda's 94,000 miles (roughly the same area as England and Wales) lie on the north and north-western shores of Lake Victoria astride the Equator 600 miles from the east coast of Africa. Kenya lies between Uganda and the coast. To the west lies the Congo and, 1,500 miles away, the Atlantic Ocean. The Nile, rising from Lake Victoria, provides electricity from the Owen Falls hydro-electric scheme for both Uganda and Kenya before pursuing its 4,000 mile course through Uganda, the Sudan and Egypt to the Mediterranean in the North. In the south-west Uganda borders on Ruanda and Tanganyika.

Some 13,000 square miles of Uganda's area are open water. The altitude (3,000–5,000 feet) keeps temperatures around 80° F. for most of the year, and makes the climate a very pleasant one. The scenery is extremely variable and attractive, ranging from the Rwenzori (Mountains of the Moon) on the Congo Border which rise to a height of 16,000 feet and are snow capped throughout the year, the bamboo forests of Kabale in the south west; the luxurious vegetation, banana plantations and typical round topped hills of Buganda in the centre; and the semi-arid area in the lower lying north-east of the country.

Uganda has a population of 6½ million people. Over 6 million are Africans, the remainder Asians (75,000) and Europeans (10,000). It is a mainly agricultural country, underdeveloped in the modern economic terminology. It depends mainly on cotton and coffee crops for its income and to a lesser extent on tea, forestry and fishing. Its main industrial effort is in cotton ginning, sugar refining, saw milling, oil milling, cement production, textiles and animal industries.

Tourism is a rapidly growing industry and there are now three National Parks in Uganda which attract tourists from all over the world. Many kinds of game may be seen in them in their natural wild surroundings, e.g. lion, hippo, elephant, crocodile, rhino and deer, In Karamoja in the north-east live some of the most primitive people in Africa. Cattle raiding is still common as a proof of manhood, and the mixture of blood and milk drunk by the Masai of Kenya and Tanganyika is also enjoyed here.

Three-quarters of the European population in Uganda live in Kampala or its immediate vicinity, the remainder being spread fairly thinly over the rest of the country. In Kampala the cost of living is higher than in England though salaries generally are also higher for comparable occupations. A car is a necessity. There is a shortage of housing, but most expatriates are housed by their employers. Club life still flourishes and sun-downers (drinks party around 7.00 p.m.) are a popular form of entertainment. There are four cinemas in Kampala and a number of night clubs with widely varying facilities. Communications in the country are quite good though many of the roads are of earth and some become impassable in the rainy season. There are many attractive architectural features in Kampala including the National Assembly and the National Theatre, this latter being a lively organisation staging plays, recitals, concerts, etc., throughout the year. There are a number of older buildings, e.g. mosques and temples, which add charm to the city.

Libraries in Uganda, with few exceptions are still at an early stage of development. A public library system controlled by a Library Board under the Ministry of Community Development came into being in April. It is based on the old East African Literature Bureau libraries in Uganda and the Kampala ex-subscription library. The pattern is that of an English County Library with a headquarters in Kampala and branches in the main towns in Uganda. Makerere College, now

part of the University of East Africa, has the largest and most developed library in the country with approaching 100,000 books, the legal deposit privilege, a large Africana collection and photo-copying services, etc. The remaining libraries are mainly small and specialised, e.g. Geological Survey Library, Agricultural Research Station Library. In common with Britain, finance and staffing are the twin problems. Qualified staff at the moment are mainly expatriates. Steps have been taken, with UNESCO and Rockefeller Foundation help, to set up the East African School of Librarianship at Makerere College and a full-time 6 month certificate course is now running there at a level roughly equivalent to First Professional. It is hoped to introduce a full-time 2 year diploma course under the auspices of the University of East Africa as soon as staff and finance allow, provisionally (i.e. hopefully), 1965. This development cannot come too soon if a reasonable minimum standard of library service is to be achieved in Uganda and in the whole of East Africa in reasonably quick time.

Uganda Technical College Library

The college carries on training at technician level in the fields of building, civil engineering, mechanical engineering, and electrical and electronic engineering for the whole of Uganda. In addition it has a Science Department which gives normal academic tuition to G.C.E. 'A' level. The college library covers these and related subjects at the levels necessary for both students and staff. It has also a larger collection of novels and general reading than would be normal in a similar U.K. college because the nearest public library service is 4 miles away in Kampala and is not yet sufficiently developed to be able to cope fully with the demands made upon it.

The present stock of the college library is 7,000 volumes (2,000 two years ago) and 160 periodicals. The Library is fortunate enough to possess a full set of British Standards, generously donated by the B.S.I. on condition that they would be available for reference to users outside the college. This condition was readily accepted for future development plans envisage the college library as the basis for a technical library service to the whole of Uganda. Obviously much more development (in stock and staff) must take place before this plan becomes reality. Grants from the Ford Foundation (which is also providing financial assistance towards staffing the library) and the United Nations Special Fund, should ensure the maintenance of the present rate of expansion for some 3–4 years. In particular the collection of reference books is being greatly expanded in anticipation of probable future demands to be made on it. Uganda Government publications and reports, trade catalogues, illustrations, etc., make up the remainder of the stock. An embryo collection of visual aids, i.e. films and filmstrips, is now being formed in the library and it is intended that the library be the central organisation in charge of the portable film and film-strip projectors held in the college. A photo-copying service is now available from the library by means of a Dick 120 photocopier.

The use of the library by both staff and students is very high. The residential nature of the college and the new library building have undoubtedly helped this tendency. Lectures on the use of the library to all classes in the college (300–500 students, depending upon the time of the year) have made the use of the library rather more systematic. Staff use of the library was 100 per cent at a recent check while 90 per cent of the students had books on loan. (Students may have up to 3 books for 1 month. No restrictions are placed on staff borrowing within reason.) 80 books are issued per average day and 120 readers are likely to use the library

in the evening, on the 3 days a week it is open until 10 p.m.

A new library building was completed in October, 1963 having taken just over 1 year to construct. It formed part of a development project at the college financed by a grant from the Colonial Development and Welfare Fund, and cost £25,000 of the £70,000 total. Furniture and fittings cost a further £2,200 which came from the college funds. Total floor area of the library is just under 10,000 square feet. The main book stack, reading and periodical areas occupy some 6,000 square feet and the remaining space is taken up by workrooms, offices, stores, entrance halls, etc. The outer appearance of the library is modern and attractive and is enhanced, particularly to a sun-starved British eye, by almost perpetual tropical sunshine. A fountain and pool in the entrance hall combine with a sculpture by a local artist symbolising the search for knowledge to give an impressive entrance to the library. The main architectural feature inside the library is a Lamella arch in white on a dark blue background which, with a span of 48 feet, is believed to be the largest in Africa, south of the Sahara. The main book hall is high and airy. The book stack area is central with seating at each side. A mezzanine section gives office and workroom space on the ground floor with a periodicals section above. A number of easy chairs have been provided in this section to encourage browsing. Total seating accommodation is 125. The book shelves, periodical racks and most of the furniture were made locally from the cheap and durable local hard-woods, mahogany and mvule. There is space for 25,000 books and 250 periodicals at peak capacity. At the present rate of expansion this figure could be reached in five years' time, and the library has been designed so that it can be expanded in one direction when necessary (and provided finance is available!) 20,000 is probably the optimum bookstock for it is necessary to leave space for air circulation as a safeguard against pests. The floor is of cork tiles in the main library areas and plastic tiles in lower ground floor (store, toilets, etc).

Staffing has been a problem over most of the library's history. The lack of qualified Ugandan staff is likely to continue until the East African School of Librarianship becomes an established and fully operative organisation. In addition to the Librarian, the Library staff comprises an unqualified assistant, a trainee, a secretary and the only qualified Ugandan Librarian in the country. This latter is more than likely to move on to a responsible position in the public library field in the near future, and will probably be replaced by a second trainee. The programme for the trainees is a period of in-service training in the college library, probably of 12 months' duration, during which they will become acquainted with all aspects of the college library work. This will be followed by full-time education, preferably in Uganda but possibly abroad. As they progress to full-time tuition they will be replaced by further trainees. Naturally, this programme is subject to interruptions, not to say breakdowns.

Uganda in common with most underdeveloped countries presents a challenge and an opportunity to librarians. Shortage of qualified staff is the most crippling of the factors limiting library growth. Although voluntary and Peace Corps workers are much in evidence in these countries, librarians do not seem to be interested or perhaps have not had the opportunity to take part in this work. Has the time come for the Library Association to give a lead? Short as Britain is of qualified librarians, the position in countries in Africa and Asia is infinitely worse. Surely students in Library schools would welcome the opportunity of travel and the experience to be gained by a year's work in one of these countries immediately after graduation? The objections to this kind of Library Peace

Corps will be many and are too obvious to be listed here. However other professions, e.g. teaching, have overcome objections as strong or stronger. The work of such a corps could be invaluable. Nor would the benefits be all on one side? No young librarian could fail to be more mature and realistic for the experience, and the libraries to which they returned would not be the losers by it.
G. A. THOMPSON, A.L.A., *Librarian, Uganda Technical College.*

YOUR LETTERS

'To Russia—with the A.A.L.'

I have read the details of the Study Tour of Russian Libraries in the August issue of *The Assistant Librarian* with much interest and at the same time was much disappointed.

I think that the price of this tour is very reasonable indeed (£125), which also includes travel, sightseeing, theatre visits and air travel between the cities visited.

This may seem all right for those of us who think they are wealthy enough to afford this. But I simply fail to understand one thing—is it reasonable to expect assistant librarians to pay this handsome amount if they want to participate in this study-tour? One appreciates that £125 is not a very big amount nowadays, but one equally feels sure that it is difficult while one is in the midst of studies.

I should like to go to Russia—with the A.A.L., but when I think about the financial barrier, I cannot help feeling that this may not be for me after all. Perhaps the place for the announcement should have been in the *Library Association Record*!

This does not mean that I want to disappoint Mr. Coles. On the contrary, I simply admire his adventure in arranging this forthcoming visit and wish him a great success. Nevertheless, I do feel that, if the financial barrier could be lowered, more student librarians/assistant librarians may be able to participate in this tour.

N. R. PATEL, *Bethnal Green Public Library.*

Tony Coles replies:

Although I have some sympathy with Mr. Patel regarding the proposed cost of this tour, I can assure him that several other members have agreed with him that the price is 'very reasonable indeed'. I have received over 70 enquiries so far (1st September) from interested members, several of whom are students and younger members of the profession. Also it is not only the younger members who might find it difficult to surmount the financial barrier for this tour!

If this proposed tour follows the success of the American visit, it is more than likely that overseas tours will become regular events in the A.A.L. Calendar. Although many will be disappointed this time, I feel Mr. Patel and others will have ample opportunities of joining a study tour in the near future.

A. H. COLES

(As Mr. Patel is still completing his studies he might be eligible for a post-entry training grant from his local education authority and leave of absence from his employing authority for the purposes of attending a study-tour of Russian and the other Continental libraries, thus overcoming both problems: how to find the time and the money. Some of those who went to America had assistance in this way. The authorities can be very generous, and there is no harm in asking!—Ed.)

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The Nigerian Library Scene

I refuse to send this letter to any of those journals at home purporting to cater for the Nigerian interests. In consideration of the young ones in Britain who may be unaware of the situation at home, I give my reasons: these papers are managed by a caucus of élites without regard to the interest of the hard core consisting of young indigenious professionals and sub-professionals. Secondly, they do not reflect *our* views or cater for any other interest but theirs. But, above all, it appears that this paper will have a larger circulation among Nigerian student librarians both at home and abroad to whom this letter is addressed.

If you are interested in the welfare of student librarians at home and abroad—and by that term I include everyone struggling to attain the distinction of a professional; if you are honest and want fair treatment to the less fortunate Nigerians at home working under exacting conditions; and finally, if you have concern to the future of the profession in Nigeria, you would like to join hands with people of similar disposition as you in restraining the excesses and un-Nigerian practices of some of the country's élite group of librarians, and especially, the already notorious 'Lagos Group'. These people are bent upon pursuing policies which are not only detrimental to the progress of individual young men and women struggling to ascend the professional ladder *ad stella per aspera*, but also inimical to national interest and, of course, such policies are bound eventually to bring the profession into disrepute and lower estimation in the public eye. Anybody who has read the proceedings of the last Lagos Conference would understand what I am talking about. In conclusion, and as if the above were not enough reason for positive action, some of the British Library Schools have introduced restrictive practices (against foreigners) in the field of library education. Needless to say that we all appreciate what a major setback this decision of some of the library schools constitutes against our aspirations. The time has now come for constructive resistance. I am thinking of our inaugurating an Association of Student Librarians: a body with identical aims and purposes as the British Association of Assistant Librarians. We are agreed that something concrete must be done here and NOW. May we please know your views?

F. A. OLAFUSI, *University of Lagos.*

'Bats in the Bibliography'

For publicity's sake I welcome the bits of sentences which in your last issue Mr. Lewis extracted from my book, but it is not clear to me what point he was trying to make.

The martyrdom of the hapless bibliographers was mentioned in order to emphasise that bibliography is a social responsibility and can no longer be sustained by the efforts of isolated individuals.

Secondly, the suggestion that librarians are in danger of being recruited for a bureaucratic army was part of a plea for social commitment.

Thirdly, Mr. Featherston's bizarre imagination has seized on illusory sinister undertones in an unexceptional statement about no one in particular.

Lastly, I admit that of the two possible attitudes to life I prefer to regard the world as a hospital rather than a zoo: the implication seems to be that librarians may need to be delivered from their well-known obsessional inclinations.

As a bibliographer himself, Mr. Lewis will appreciate my concern.

R. C. BENGE, *Principal, Ghana Library School.*

'The future of professional education'

The 'desultory little points' (September *Assistant Librarian*) occurred in Mr. Lovell's original 'article' (Education Supplement, April *Assistant Librarian*). My further comments will be even shorter.

(1) I do not consider Aslib/Cranfield or I.F.L.A. principles to be *special* knowledge.

(2) Colon and Bliss principles *are important* in Dewey and U.D.C.

(3) Mr. Lovell questions the efficiency of a supervisory mechanism *before* it has been devised.

(4) The examiners have some measure of responsibility as Mr. Lovell admits.

(5) The schools which I know examine the academic record, recent work, testimonials and may have more than one interview. I do not think their methods can be described as hit-or-miss. It is unrealistic to raise class distinctions.

TOM BRIMELOW, *Lecturer, Leeds School of Librarianship.*

(The statement that Aslib is not a professional body, which appeared in Mr. Brimelow's previous letter—July *Assistant*, page 120—should have been deleted at his request. Sorry!—Ed.)

The Old Final Examination and the L.G.E.B.

The whole is not greater than the sum of its component parts. As the value of the individual parts of the 1950 Final Examination as rated by the Local Government Examinations Board would appear to be NIL, by imputation this must depreciate the professional qualifications of those who gained their Fellowship by passing all four parts of this examination. It also engenders a mood of cynicism in those endeavouring to do so.

No one would wish to perpetuate the 1950 Final Examination, but it should at least have had a decent burial.

DOROTHEA M. ABBOTT, *Staffordshire County Library.*

DOCUMENT REPRODUCTION SUPPLEMENT

It has been decided, after consultation with the supplement editors, to suspend the Document Reproduction Supplement which would normally appear in the November issue, as this does not allow new equipment which appears in the Business Efficiency Exhibition to be included.

It is hoped that the supplement will be continued on a two-yearly basis, the next one probably appearing in February 1966.

Which Classification?

(with apologies to the Consumers' Association)

Although the classification of libraries dates back at least to the early years of the Christian era, popular mass-production of equipment began only with the prototype designed and built by Dewey at the Amherst works in 1873. Since then a number of lines of development have been followed, and the models on the market today, though they claim to perform the same tasks, display considerable differences in method.

Most library classifications are designed for general use, intended to put and keep in order collections of between ten and five hundred thousand volumes. There are special models intended for special purposes, and these vary in size and adaptability. For testing, we chose six of the general models of medium capacity or greater:

BLISS BC2
BROWN SC3
CONGRESS LC
DEWEY DC16
RANGANATHAN CC6
U.D.C. BS1000A

Most of these work on the general-specific principle, but one, the BROWN SC3, worked on the 'one place' theory current when its prototype and development models, the QUINN-BROWN and the BROWN AC, were first produced. The BROWN SC3 is now out of production, but may still be available from time to time. It has been included in the tests in spite of this since it is the only entirely U.K. model to have been developed. The U.D.C. BS1000A was preferred to its larger brothers, the DK or CDU, because it was designed for the U.K. market.

Tests

We planned our tests to find out how many volumes the schemes could handle, how well they performed and whether they were safe and well constructed. We also judged the instructions and any special features and accessories, and, with the help of members who have used the products, we got an idea of how good the servicing facilities were.

How much space do they take up?

Nearly all the models tested fell into one of two categories. The BROWN SC3, the RANGANATHAN CC6 and the U.D.C. BS100A were small and compact, and any of them could easily be carried in one's overnight bag. The BLISS and DEWEY models were larger and sturdier, but not inconveniently so; even the BLISS BC2 occupied less than one cubic foot of space. The only exception was the CONGRESS LC, which is in any case basically a 'custom built' model not intended for widespread use or easy storage.

How many volumes will they handle?

All, except the BROWN SC3 (which burned out on over-loading at about 100,000 volumes) claimed to be able to handle up to 500,000 volumes, and in some cases many more. In fact the limit in some cases, particularly the DEWEY DC16 and the BLISS BC2, should be set rather lower—not more than 250,000. The CONGRESS LC luxury model worked very well at a high stock level,

although it gave some trouble in the fields of science and technology. Both the faceted classifications, the U.D.C. and the RANGANATHAN CC6, justified their claims to handle very large numbers of volumes, but the U.D.C. BS1000A should really be replaced in such cases by one of the continental models, the CDU or the DK. The Indian scheme, the RANGANATHAN, proved particularly easy once the operator was used to it, but this scheme requires much more expert handling than the others to give a wholly satisfactory performance.

Are they safe and well constructed?

Apart from the BROWN SC3, the most serious problems in operation came from the notation. In all cases this section of the equipment proved either too clumsy or too fragile. The DEWEY DC16, for instance, has a very hard-wearing notation that stands up to constant use and a certain degree of inexpert handling, but it fails to register the more intricate details of the stock handled. The RANGANATHAN CC6, on the other hand, has a very sensitive notation, fully calibrated for high fidelity, which gave persistent trouble on test in both setting and reading off. A compromise is used in the U.D.C. BS1000A, but the combination of robustness and extreme detail has resulted in a large and heavy notation that handles sloppily at low stock figures.

The streamlined notation of the BLISS BC2 did not live up to its appearance. The extremely simple controls confused the user by their similarity, and in the event of failure only the expert operator could translate them in terms of the scheme's mechanical details. Another feature of this model was the provision for alternative treatment and location. This was claimed as a selling point, but it proved confusing in operation and wasteful of both space and components.

The only model to use the 'one place' theory, the BROWN SC3, displayed a tendency to group unlikely subjects in close relation. The location of Fine Arts in the Generalia class is admitted by the manufacturers to be a result of modifying the existing, inadequate notation instead of replacing it, but they also claim it does not matter. We cannot agree.

Noise, vibration, interference

Most models were virtually noiseless; indeed the operators seemed to make more noise than the equipment. No scheme was fitted with a suppressor, although it was felt that one or two ought to be.

Accessories and special features

The DEWEY DC16 claimed the RELATIVE INDEX as a special feature, but this was also included in the BLISS BC2. The RANGANATHAN CC6 had an improved version, the CHAIN INDEX. The CONGRESS LC had no general index, and this proved a grave defect in use. The BROWN SC3 had what the trade (though not the manufacturer) calls a SPECIFIC INDEX, but this index is extremely clumsy and of almost negligible value.

The basic construction of both the RANGANATHAN CC6 and the U.D.C. BS1000A was claimed as a special feature. Both schemes may be dismantled and reassembled to the user's own specifications. This feature allowed the inclusion of detail at the user's discretion and was the ground of the manufacturers' claims to infinite capacity. The components for easy reassemblage were similar and easier to handle in the U.D.C. than in the RANGANATHAN. Very clear instructions were needed in both cases, and even then it was felt that a skilled operator was necessary.

Instructions for use

The BLISS BC2 was the only model to provide light reading as well as operating instructions, and the DEWEY DC16 had the only illustrated instructions. Otherwise the instructions were orthodox and clear enough for most general purposes. Only the RANGANATHAN CC6 provided detailed working diagrams.

Servicing and maintenance

The international consortium for the manufacture of U.D.C. and the American producers of the DEWEY line both provide excellent servicing and maintenance facilities. Both have agencies in this country that also act in an advisory capacity to the parent firm. The BLISS servicing agency has only recently been revived after some years' inactivity. RANGANATHAN's and CONGRESS do not provide a normal servicing agency; instead they supply replacement models as they are produced. The BROWN factory closed down in 1939 after the production of the SC3 and no service is now available. This matters less and less as owner-enthusiasts take on the job of maintenance, though it has meant the conversion of many standard BROWN models into specials.

Value for Money

Two schemes, the largest and the smallest, the CONGRESS LC and the BROWN SC3, claimed to have been built with books specifically in mind. The BROWN SC3 also claimed to have been designed especially for the home market. Unfortunately both suffered from serious defects in the index and the notation, and were to some extent suspect in the basic construction.

The RANGANATHAN CC6 (£2 15s.) and the BLISS BC2 (£16 17s. 6d.) had a good overall construction and a sound index. The manufacturers' attention to the notation, however, caused operating troubles; the RANGANATHAN's was too detailed and sensitive for normal working, and the BLISS was oversimplified and confusing in use.

The DEWEY DC16 (£12) was an admirable scheme in almost every respect. Moderately priced, it performed well within its stated limits, was easy to use, and the components were neat, robust and manageable. Its only drawback lay in the lack of accurate detail, which had been sacrificed for generally efficient running.

The U.D.C. BS1000A was also an extremely good model, offering more detail than the DEWEY at the expense of requiring an expert operator. Despite its increased capacity and greater precision, this model was much smaller than the DEWEY, and priced down to £3. One of the most attractive features of the U.D.C. was its employment of components from the almost universally used DEWEY DC models.

We therefore choose as

JOINT BEST BUYS:

U.D.C. BS1000A	£3
DEWEY DC16	£12

NOT RECOMMENDED:

BROWN SC3 (now out of production)
(structurally weak; overloading causes collapse in certain sections)

D. BATTY, F.L.A., *formerly at Birmingham School of Librarianship.*

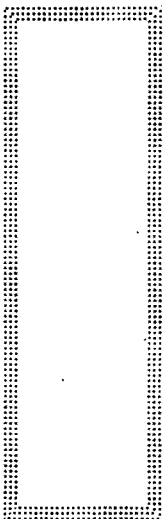
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(*Group of the Library Association*)

Editor: Peter D. Gann. *Associate Editor:* Tom Wilson

Central Library, The Priory, Church Hill, Orpington, Kent

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NO DETRIMENT!

No, this isn't a cry from the heart of an about-to-be reorganised Greater London librarian, but a plea on behalf of assistants who have G.C.E. 'O' levels, or who have passed Entrance or F.P.E., and who expect to be able to get into library school.

The L.A. has decided to stop Entrance in 1967, and it will not be responsible for 'O' level staff appointed after December 1964. Keith Harris (whose article, 'The Entrance Entrant', appears below) writes that the Yorkshire Branch:

'. . . are worried that the schools are showing an increasing tendency to take only "A" level students immediately. The L.A., by implication, have said that they will be responsible for "O" level students appointed before December 1964 who pass Entrance by 1967. The Yorkshire Branch is writing to the Education Committee asking how the L.A. is going to undertake the responsibility it has taken upon itself. Are the A.A.L. interested in this? Would they be willing to take any action?'

At the time of writing, shortly before the A.A.L.'s October Council, it is possible only to say that the A.A.L. *is* interested and that it will be considering motions from the West Midland, Yorkshire and Bristol and District Divisions, all of which raise this problem.

One sympathises with the library schools who are trying to raise their standards; but they should realise that they are dealing with human beings, not ciphers. (One wonders, incidentally, how many library school staff passed the equivalent of 'A' levels in their young days.)

Finally, what of those assistants who have to wait for a library school place? We heard of one young lady who decided to fill in the time by taking a part of Registration. A year or two ago, this would have been essential for acceptance at a full-time school. Now it has turned into a handicap—she is regarded as a pipeliner, and her chances of full-time education have been jeopardised by a reluctance to sit still and do nothing for a year. Why can't she be allowed to start at the beginning again?

THE 'ASSISTANT'S' ADVERTISING AGENTS

With this issue the *Assistant's* two-year contract with P. C. Bartlett's Publicity Service comes to an end and we would like to thank them for their co-operation during the period. Following the Council's decision, the advertising of this journal will be handled in future by an Advertising Manager. John North, who was appointed Advertising Manager, and who has done so much to think out our new advertising policy, has (unfortunately for us) gone the way of all bright librarians and got himself a better job (in Toronto). Congratulations, John! The October

Council will be asked to appoint a new Advertising Manager. To preserve continuity, his official address will be:

c/o S.E.R.L.B., National Central Library, Malet Place, London, W.C.1.

THE ENTRANCE ENTRANT

Thoughtful librarians now have to consider the future of library staffs who have been admitted to the profession with five 'O' levels and who were appointed on the understanding that they could make a career in librarianship. The new syllabus has placed them at a decided disadvantage. In the end, they may turn out to be the real hardship cases.

These people were told on appointment that, having passed the Entrance Examination, they would be able to proceed to a full qualification. While no responsible library authority would now select 'O' level applicants for professional training, those who have already been appointed deserve every consideration. These 'O' level staffs are keeping libraries going at a time when the thoughtless way in which the new syllabus was introduced has led to chronic staff shortages in several parts of the country. Librarians are discouraged from appointing staff without 'A' levels, but they still have library services to run. They simply cannot close down their service points until it is the schools' pleasure to release their first batch of new syllabus passes. For this reason, we must accept the fact that some 'O' level staff have been appointed long after an 'A' level only policy should have been introduced.

To deny these late 'O' levels entrants a chance would be iniquitous. They are helping to keep libraries going during a period of near chaos. We cannot throw them overboard. The Library Association itself has acted not unreasonably. It is keeping the Entrance Examination going until 1967, by which time most of the 'O' levels who are likely to qualify should have passed. It has also said that it will not be responsible for staff appointed after December 1964.

The danger lies in other directions. In the first place, there are places where labour is in short supply. In Hull, we have been fortunate enough to have been able to attract the right sort of entrant. We know that our experience is not universal, and that cities like Sheffield are meeting with considerable difficulty. With hardly any output from the schools, they are having to do what they can.

The real problem is that the new syllabus demands a full-time education. The 'O' levels, after passing Entrance, should go to library school. What really disturbs us is the growing tendency amongst library schools to close their doors to this type of student. There are exceptions, and both Leeds and Manchester have shown a welcome and honourable responsibility. But the tendency is there, having started at Loughborough and spread now to the North-Western Polytechnic in London. It needs watching.

Surely the schools should realise that they have a responsibility to make the transition to full-time education as smooth as possible. If most of them are to refuse a place to the transitional 'O' level candidate appointed at a time when he believed that he could become a professional librarian, they are breaking faith with the profession and causing unnecessary hardship. It would be more reasonable to agree to get the 'O' level staffs out of the way as a temporary measure before adopting their long-term policy. After all, the North-Western Polytechnic wasn't built in a day.

This is something on which the A.A.L. could usefully do something. The A.A.L.'s standing amongst librarians has rarely been lower. It is often considered

to be the author of the pipeline controversy by the cavalier manner in which it abandoned correspondence courses. It has seemed to be out of touch with the educational worries of library assistants. There is some truth in this image, no matter how much A.A.L. members deplore it. If the Council can now redeem itself by using its influence with the schools for once on the side of members working in libraries, relief would be widespread.

The A.A.L. could do something else. The Library Association, by implication, has agreed to be responsible for 'O' level students appointed before 31st December 1964. No one seems to know how the L.A. intends to implement this promise. The A.A.L. should be trying to find out. Does it mean that the Library Association will bring pressure to bear on the schools if the movement to bar 'O' level entrants grows? If so, it would be useful to know how they propose to do it. Does it mean that the Library Association will inaugurate an independent educational path if the schools are closed to applicants with Entrance? Does it mean that the A.A.L. will be handed the problem? By considering all this now, the A.A.L. can not only be in time to take action if necessary, but it can also do something to remedy its tarnished reputation with junior librarians. For once let us do something before events catch up with us.

KEITH G. E. HARRIS, *Hull Public Libraries*

(Since the above article was received, we have spoken to Mr. Callander and Mr. Dudley on this subject. Mr. Callander said that the L.A. cannot *guarantee* anyone a place in a library school. Mr. Dudley emphasised that he looks for the educable student with an unblinkered attitude before academic qualifications.)

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EXPERIENCE FIRST—EDUCATION LATER?

I write with genuine concern for the future of a profession which is soon to be flooded with young librarians who, at the point of their emergence from Library School, will have hardly heard the sound of a reader's voice raised in anger or enquiry. I refer to the Direct Entrants who will soon outnumber all other types of entrant.

I like to think of myself as a 'Working Librarian' as distinct from a Working Library School Tutor whose job it is to produce Librarians, or a Working Chief Librarian whose job it is to persuade his Authority members of the urgent needs of the service and to keep administrative matters flowing.

As a Working Librarian I not only have Admin. to do, but I fight at the counters and shelves along with my staff to keep readers moving and reasonably contented. In a sense this is the most important of all the jobs, for we are *there* at the moment librarianship begins—the point at which readers and bookstock are brought together.

In a year or so I shall be receiving new members of staff fresh and keen from their library schools, and if they have been to as good a school as I attended their enthusiasm will be deeply entrenched. As Direct Entrants to their Schools, they will have spent a term being farmed out for much of the time to a Training Library at which they will probably be absolved from routine and will do minor professional work—bibliographical checking perhaps, or some display if they have the flair. If they go to a Library that is hard pressed, they'll do some routine work, pack a few boxes and occasionally stamp books.

They will then return to School, where for two years their minds will be filled with information and ideas. An air of effervescent enthusiasm will surround them —they will be taken to the few respectable libraries we have in this country, be talked at by some of our more colourful top brass, and be shown an anthology of slides demonstrating the best buildings of Herts., Bucks. and Notts. or Luton, Holborn and Liverpool.

Their approach throughout will inevitably be uncritical, for they will have no preconceived ideas or standards by which to judge the attitudes and comments of their tutors.

Because they will have been selected for admission by the Schools, it is feasible that no Librarian other than their Tutors will have vetted them. They will have been chosen primarily because they could pass 'A' level examinations. No test of their liking for people, their propensity for helpfulness or their ability to work with others will have been made.

After their two years they will be flung out into a hard world—a world of awkward hours, much standing, endless faces looming at them seeking guidance, endless lines of books flowing in all directions. As likely as not they will go to a smallish service point and work with a staff of perhaps half a dozen. They'll find that non-professionals are people, not ciphers, that some of them are first-class assistants who feel their ten years' experience to be more useful in practical day-to-day work than two years of ideas in an Officer Factory.

Those of us who went to Library School experienced all this, but at least we'd worked before and knew why we were in Librarianship. In the working period before School, we'd seen some of the obvious misfits come, hate the life, and pass on. The students of tomorrow won't have the fire of experience, and certainly won't know if they're misfits until they've spent their two years and obtained a qualification and then it may be too late to turn to anything else.

We all hate the idea of good young minds being wasted at the end of a date

stamp, but in the staffing conditions likely to prevail in libraries for some years to come, there'll be a lot of date stamping and routine work to do even for professional staff. Will they have been prepared for this at the Schools? Will they have been imbued with humility as well as enthusiasm? Will they be prepared to integrate with staff not as academically bright but long established in the reader's minds as pillars of the local library?

My own Authority has a Training Scheme to which it recruits about six 'A' level youngsters each year. They work six months at County H.Q. and are then sent out as supernumerary staff to work at Regional H.Q.s and branches for another five months. *Then*, with some conception of what it is all about, and with eyes thoroughly open to realities, they go to Library School, where against a background of some experience they can judge their Tutors and their fellow students—and by their prior knowledge and reading are able to absorb their course more adequately.

I am personally convinced that this is the only way, but would welcome the views of the Supporters of Direct Entrance.

FRANK W. S. BAGULEY, A.L.A., *Regional Librarian, S.E. Hampshire.*

ANOTHER QUATERCENTENARY

In 1964 many Englishmen will have been to Japan for the Olympic Games at Tokyo. In 1564 Will Adams, 'The First Englishman in Japan', was born at Gillingham in Kent. Gillingham Public Libraries have celebrated the occasion by producing a bibliography, staging an exhibition, devoting their annual lecture to the subject and announcing a Paramount Picture due to be filmed in 1965 and starring Peter O'Toole as Will Adams (at the instigation of Mr. Norman Tomlinson perhaps?)

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YORKSHIRE

The Yorkshire Librarian is a periodical which deserves to be wider known, and now non-Yorkshire members will have the chance to buy it. Yorkshire is already well known as a county of strongly held and vigorously expressed ideas on librarianship. The new plan is to broaden the scope of the periodical by including series of articles on, e.g. Yorkshire manuscripts and archives; e.g. Yorkshire characters such as the eccentric Plantaganet-Harris, the first man to exploit the wealth of the Public Record Office.

The Editor is K. G. E. Harris, M.A., F.L.A., Central Library, Albion Street, Hull, and the subscription 10s. per annum. The money will all be used in improving the magazine.

CO-OPERATION

Library Viewpoint describes itself as 'A journal *for* librarians with reviews *by* librarians about books published by Herbert Jenkins'. To make sure as many librarians as possible saw the first number, it was sent out with the *B.N.B.* Future issues are promised every two to three months. Apart from the reviews there are some interesting articles in the first issue. For instance, Geoffrey A. Godden, compiler of the new 'Encyclopaedia of British pottery and porcelain marks', writes about how and why he compiled it (because he said he found the standard mark books inaccurate and not helpfully arranged for identification purposes).

This co-operation between authors, publishers and librarians is surely a good thing for the book world, and one hopes it will increase. Significantly, one of the panel of reviewers, John North, is shortly leaving this country to take up a job with a book supply firm in Canada. The panel is headed by Ron Surridge, immediate Past President of the A.A.L. *Library Viewpoint* is supplied free, and is available throughout the world, from Herbert Jenkins Ltd., 3 Duke of York Street, London, S.W.1, and their overseas representatives.

WESSEX

Last September we congratulated the Wessex Division on the lively *Wessex News* and referred to the hopes of the new editor of the quarterly *Wessex Bookman* to produce an issue 'not necessarily about librarianship'.

To his surprise he has succeeded in producing a 24-page issue, nicely Multilithed, and (triumph indeed!) including articles by two local authors, Ralph Wightman and David Scott Daniel, whom one gathers did so for free. (I thought the article on 'Nosing around libraries' was well written for a librarian!) Mr. Daniel recalls how as a very young boy he timidly entered his public library and 'stood lightly poised, ready to vanish at a hostile sign'. Fortunately, the lady behind the counter smiled at him when she looked up. How dreadful to think that a child's future career might depend on our digestion and facial muscles, just when we least expect it—what a responsibility!

Perhaps someone glared at Ralph Wightman. At any rate he writes: 'I was 48 years of age before I used the County library. Is this a record?' It was the B.B.C. radio programme 'Country Questions' that eventually introduced him to Dorset County Library. Though unscripted, the team know the questions a week beforehand, and there is time to look up doubtful items.

Wessex Bookman costs 6d. to members of the Wessex Division (we do not know if the editor has any spares). The Editor is N. Saunders White, A.L.A., County Library, County Hall, Dorchester, Dorset.

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SPECIAL LIBRARIANSHIP: a semi-annual survey of the literature by Tom Wilson, Associate Editor

The literature on special librarianship shows no signs of abating and therefore we have another semi-annual survey. Once again there has been no intimation that anyone is deriving any benefit from these regular articles but perhaps someone somewhere is carefully filing them away.

The definition of special librarianship has always been a problem, since any definition seems to cover practically any type of library. Yet another is proposed by P. Wasserman, who says that a special library is '... an information facility designed to provide access to specialised information and placed within range of and addressed to meet the needs of a special clientele',[1] while in another definatory article F. E. Mohrhardt[2] attempts to isolate the elements which make up documentation and to define its relationship to the field of communication. A very readable paper on 'The information network', covering libraries, information centres, etc., has been produced by Alan Rees of Western Reserve University, and one hopes that it will appear in a more readily accessible form.[3]

National. As usual, there are more articles on services in the U.S.A. than in any other country. The Weinberg report, mentioned in the last survey, is again discussed by H. Coblans,[4] who, in another article, 'The structure of national documentation and library services',[5] discusses the problems raised by the proliferation of different kinds of material and surveys current conditions in the U.S.A., U.S.S.R., U.K. and W. Germany. The first year's activities of the National Referral Center for Science and Technology are surveyed by J. F. Stearns in two very similar articles,[6,7] while medical libraries feature in the sole British representative in this section.[8] Other countries whose information or special library activities are described are Canada,[9] where regional plans are being discussed, Scandinavia,[10] where once again co-operation features, and South Africa,[11] whose special libraries are described by R. Musiker.

Individual services. On this occasion all but two references in this section deal with American libraries: the planning of two new libraries is discussed by J. W. Horner[12] and M. D. Friedlander,[13] while the remainder discuss the present or past activities and future plans of particular services. W. K. Lowry's rather misleading title, 'Some new concepts in library service',[14] in fact heads a straightforward description of the Bell Laboratories library system. As most people are probably aware by now, A.S.T.I.A. has undergone a name-change and has become the Defence Documentation Center (naturally known as D.D.C.), the background to this change and D.D.C.'s future plans are described by James O. Yann.[15] While newspaper libraries are not unknown in this country, literature on them is scarce—not so in the U.S. *Special Libraries* recently included three articles on the subject,[16] and another issue devoted seven articles to various aspects on inter-library loans.[17] The English examples both appear in *Technical Book Review;* one is a description of the National Chemical Laboratory library,[18] and the other deals with the Charing Cross Hospital Medical School library.[19]

Education. Only one article this time, 'Challenge and opportunity: Sheffield's new postgraduate library school', by W. L. Saunders,[20] the Director of that school, included here because it is intended to develop a specialisation in scientific information work.

Information work. Our general references on information work this time present a logical pattern, beginning with an article on research into users' needs by C. W. Hanson[21] and another on 'The information needs of current scientific research'.[22] From information needs we pass on to the communication of information, in two articles by B. C. Brookes[23] and B. C. Vickery.[24] Of these two articles, while Mr. Brookes is readable, Mr. Vickery's is probably of more value to the student, since it is a survey of current research. It is a natural step from current research to a description of a particular organisation; this is found in M. E. Freeman's article, 'Technical information for research program management',[25] which is a description of the work of the Science Information Exchange (S.I.E.) at the Smithsonian Institution in Washington. This is a unique organisation in that it deals '... only with records of research actually in progress before it has reached any publication and documentation channels'. For any student of American information systems this is an essential article. One of the intentions of the S.I.E. is the prevention of research duplication and this is also the theme of an article by J. Martyn which appeared in the *New Scientist*.[26] Mr. Martyn estimates the cost to the nation of duplicated research at £6 million and this is probably an understatement. The full report upon which this article was based is available from Aslib.[27] Finally in this section an article on 'The information scientist' which makes the usual claims for such hybrids.[28]

Machine applications in general. 'What every librarian should know about automation' sounds promising, and it is in fact an apt title; the author, Ralph H. Parker, concludes that librarianship will consist of selecting and analysing the materials; and guiding, instructing and responding to the needs, fears and aspirations of the library user, 'rather than of filing cards and sending overdue notices'.[29] The automation of (of all things) the Library of Congress has been the subject of a recent report[30] and this is discussed by M. J. Voigt[31] and by R. M. Hayes and others.[32] The general concensus appears to be that while there are many problems arising out of the report it is nevertheless a landmark so far as large research libraries are concerned. Another general 'applications' article is that by A. Deweze on 'How a computer centre could help to solve documentation problems'.[33] Two specific applications of machines are dealt with by Randall and Bristol, 'PIL (Processing Information List) or a computer-controlled processing record',[34] and by Haznedari and Voos,[35] who describe the use of punched cards and an IBM 1401 computer for control of issues, including reserves and overdues at the Picatinny Arsenal, Dover, New Jersey; further applications to periodicals and catalogues are intended.

Information handling, classification, and cataloguing. A short note in the *Library Journal*[36] conjures up visions of isar systems of the future with news of a contract for '... further investigation of the practical feasibility of high-ratio microstorage in crystals based upon the color center phenomenon', which sounds a far step from present-day systems. The staff of the Cranfield Research Project seem to have been very active lately: F. W. Lancaster, who has now left the project, presents a paper on 'Mechanised document control'[37]; Lancaster and Mills discuss the work of the Project in general,[38] and these two in co-operation with Cleverdon present roughly the same material in another journal.[39] Mills on his own presents a forward look from the present state of the investigation,[40] while an 'outsider', Barbara Kyle, discusses Cranfield and future prospects.[41] The testing and comparison of indexing systems is becoming a very

popular topic; Slamecka and Jacoby discuss 'The effect of indexing aids on the reliability of indexers' and a Doc. Inc. report[42]; M. J. Ruhl compares the indexing systems of *Chemical Abstracts* and *Chemical Titles* and concludes that since in both there is a strong dependence upon the wording of the title, authors and editors must be made aware of the need for comprehensive titles[43]; G. Jahoda presents 'A technique for determining index requirements'[44] which, since he concludes that the access points in a classified index are generic only, seems to be open to question; and J. O'Connor, after examining three indexing systems for medical literature with a view to determining the feasibility of automatic indexing, concludes, '... any proposal to replace a medical subject index produced by subject specialists with an automatic index based on "thesaurus" processing of titles should be viewed with great caution.[45] Individual indexing systems are the subject of a number of articles: C. K. Bauer describes the use of IBM equipment at the Lockheed Aircraft Corp. to produce KWIC indexes[46]; the Society of Mining Engineers has followed in the wake of a number of American societies by adopting the Engineers Joint Council thesaurus and printing keywords with its abstracts of articles[47]; *Science Information Notes* reports that the American Institute of Physics is to develop a citation index to Russian physics journals[48]; and punched feature (or 'Peek-a-boo') cards are the subject of two articles: W. Uhlmann describes the use of random superimposed coding on such cards,[49] and Faber and Taylor describe the use of Termatrex cards at the Division of Water Supply and Pollution Control, USPHS, Washington.[50] Finally D. J. Foskett discusses 'Information retrieval in the social sciences'[51] and J. Becker describes the Medlars project (yes, yet again).[52] Turning to the more familiar side of information handling, M. F. Tauber surveys 'Technical services in 1963'[53] in *Library Resources and Technical Services*, a useful 'state-of-the-art' report. The cataloguing of specific kinds of material is the subject of three articles: archives and manuscripts,[54] photographs[55] and technical reports.[56] The reproduction of catalogue cards and duplication of catalogues is another busy field,[57,58,59,60] and the news that the library of the new Florida Atlantic University is to have a computer-based catalogue is of interest.[61]

Miscellaneous. Russian readers may like to know (if they don't know already) of a new abstracting journal on scientific and technical information, *Referativnij Zurnal—Naučnaja i tehničeskaja informacija*, reasonably priced at 6 roubles p.a.[62] Staying with periodicals, there are a number of interesting articles, including a general survey,[63] the use of computers for periodical records,[64] abstract coverage of electrical engineering journals,[65] and the new BUCOP.[66] The bibliographic control of that troublesome body of literature, conference proceedings, is dealt with by M. L. Pflueger,[67] and the obsolescence of report literature at Harwell by C. W. J. Wilson.[68]

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CAMBERWELL BEAUTY

Whoever is responsible for appointing a trained artist to design annual reports and publicity literature at Camberwell deserves a vote of thanks from all who have to read library publicity material. No doubt the administration of the South London Art Gallery has made this appointment possible. With the larger library authorities resulting from the reorganisation of London government, we hope that the appointment of specialist display staff will become the norm.

Camberwell's programme of Gramophone Concerts, 1964–65, is also welcome as an example of smooth transfer of authority. After 31st March they continue, presented by the London Borough of Southwark.

YOUR LETTERS

'Loyalty to whom?'

I followed John Hoyle's advice (*Assistant Librarian*, July 1964) and re-read my Hamlet. Polonius' advice is sound, but, like all advice, is easy to give and much more difficult to practise.

The question of loyalty is not just the simple one of accepting or rejecting poor service to the library's clientele, but the much larger and more complex one of the way and the rate that the profession and the authorities we work for should assimilate change and advance. Society has always been faced with the need for change, but the rate of change has been steadily increasing till we now appear to have reached the point where the system of education produces people who demand more changes than society as a whole will accept. From my conversations with younger librarians I have gained the impression that many suffer from the frustrations of this situation.

Education today concentrates on fostering the individuality and initiative of the pupil and, if we examine the theory behind this, we shall see that it is only the possession of such attitudes that will equip us to initiate the changes that are needed today and to adapt ourselves to them.

The conflicts we are discussing, often between the younger and older generation of librarian, arise out of differing views on what (and if) changes and developments are needed to improve the service. Loyalty, discipline and respect prevent disorganisation, but these are not virtues in themselves and they can only be earned, not imposed. In a library service this will be with a team of professionals functioning with adequate communications at all levels. I agree with John Hoyle that a chief who wants loyalty from his staff must earn their confidence. The army has shown its recognition of the 'new generation' by reducing the amount of 'bull', i.e. decided that loyalty cannot be demanded. Why should we be surprised if our own recruits question our own versions of 'bull'. There is too much of it and more in borough libraries than county libraries.

Where our loyalties as members of a profession are concerned, I would suggest that they are first to the library user, then to the profession and then to the authority. This is quite likely to raise protests, but it works in the medical profession. An architect would not be employed to build houses that would fall down, yet it is on just that level that many members of our own profession are being employed. If we really felt the importance of our work we should welcome a professional code and a Library Association, like the B.M.A., with the authority to enforce it.

I know this idea will be difficult, even revolutionary, to accept, but if we are going to command loyalty from the younger generation in librarianship we must show them we believe enough in the purpose of our work to stand up for it in public, even at the cost of some personal discomfort. Edwards did not shun unpopularity in his long struggle.

JOHN R. ALLRED, F.L.A., *Deputy Borough Librarian, Gateshead.*

Qualifying after marriage

Having read Mrs. Barron's letter, I felt I must comment. So she considers herself to be suffering hardship—what does she expect? Surely she realises that the Library Association gears its courses to those of its members actually engaged in librarianship. She had opportunity of qualifying before she married and started her family—it is now a little late to grouse.

However, I would like to add my small voice to those clamouring about the new syllabus, qualifications and the corresponding salaries. There is a section of the profession which is finding the present situation irritating, to say the least. This consists of the married women, who, having qualified, have retired to start a family. Many of them, including myself, hope to return to work once their families are grown up. They expected that their qualifications would have the same value and be of the same standard as when they left. Now, unfortunately, they are faced with the prospect of returning to a job with a maximum salary of Grade II. They can, as someone will hasten to point out, sit for another examination in order to bring their qualifications in line with future A.L.A.s.

I personally have decided to take that examination and am at present studying for a paper in list C. I am not finding it at all easy with a home to run and a baby to look after.

I sincerely hope that the Library Association doesn't alter its qualifications again before I and my fellow sufferers return to the profession—but we are powerless if it does. We can only pay up our annual subscriptions, read the professional journals and hope for the best.

(Mrs.) BARBARA J. HOTHERSALL, A.L.A., 34 *Westfield Road, Dronfield, nr. Sheffield.*

I sympathise whole-heartedly with Mrs. Jacqueline Barron's letter. I married having completed only half of the old Registration examination. With young children to look after I did feel able to cope with correspondence courses, and now in my early thirties I am free to complete my training (the children being at school), I find that I have no way of doing so, unless I am prepared to travel fifty miles to the nearest Library School. Even day classes at the local Technical College are now no longer available.

I have friends in a similar position, and what alternative have we but to look for another profession? It is such a waste of material, especially when I enjoyed librarianship so much.

(Mrs.) J. MARGARET WHITTLE, 62 *Wheatlands, Great Ayton, Middlesbrough.*

Mobile Library Drivers

I see from your editorial (September *Assistant*) that the A.A.L. wants to publish a book on mobile libraries. In 1961 Mr. C. R. Eastwood arranged a gathering of mobile librarians and vehicles at Keynsham, which resulted in an excellent report with comments. Whenever we have a visitor wanting to know about mobile libraries we produce our well-used copy of this interesting and useful report.

One aspect was not discussed . . . staff. And that brings up a point which seems to be rather in the background, the position of the driver/assistant. The preface to the report says: 'About three million people in England and Wales get their library service through mobile libraries and there are indications that this number will increase.' Readers on a mobile library ask the driver/assistant for advice and help and, after a while, the driver gets a knowledge of Dewey, popular authors and types of novels, as well as of human nature and readers' tastes, so that he can encourage and help to a very considerable extent.

In Wilts County the driver/assistants have had some in-training, but as mobile service expands could not some special certificate be given and some standards of training and remuneration be worked out for the country as a whole? Perhaps the Council of the A.A.L. could look into the matter.

MRS. MONA PEHLE, F.L.A., *Warminster Mobile Librarian, Wiltshire.*

HYMN FOR STUDENT LIBRARIANS

Much has been written about the professionalism of librarianship. Public relations (the youngest profession) tried to improve its professional image by having a prayer written for it. We therefore thought that librarianship, still struggling to obtain a professional image, could perhaps try something along the same lines. We suggest a hymn for librarianship, and include a sample of such for your perusal.

(*To the tune of 'Onward Christian soldiers'*)

Onward now librarians
  Marching as to war
With old Ranganathan
  Going on before.
See our royal master
  Leads against the foe
Forward into battle
  See his Colon go.
    Onward now librarians
    Marching as to war
    With old Ranganathan
    Going on before.

Bliss and Brown may perish
  Dewey rise and wane
But old Ranganathan
  Constant will remain.
Cat and clas. can never
  Gainst his will prevail
We have Dudley's promise
  And that cannot fail.
    Onward, etc.

Onward then ye students
  Join our happy throng
Blend with ours your voices
  Saying Phillips's wrong.
Glory, laud and honour
  To the Colon King
This through countless lectures
  Shall ye students sing
    Onward now librarians, etc.

ROBERT C. USHERWOOD and JOHN C. WOODS, *Students, North-Western Polytechnic Library School.*

(We regret that, as so often happens in Church services, this hymn was too long, so we left out the second verse.)

THE NATO CLASSIFICATION CONFERENCE: a review

SOME PROBLEMS OF A GENERAL CLASSIFICATION SCHEME: report of a conference held in London, June 1963. Library Association, 1964. 47 p.

This small pamphlet is the first tangible result of the grant of £5,000 awarded to the L.A. by NATO and should be read by all students of classification and anyone else who is interested in where classification is going. There are five papers by leading members of the Classification Research Group: Foskett, Fairthorne, Kyle, Mills and Coates; and a final statement outlining the future course of the project.

Foskett's paper is introductory, giving the history of the events which led to the award of the grant and stating briefly the present attitudes of the C.R.G. towards a new classification scheme. R. A. Fairthorne poses the questions, 'What is a general, special, or other documentary scheme or classificatory device supposed to do?' 'Is the proposed aim possible, with the given means?'; and concludes that systems 'which recognise the limitations of "general" use of documentary collections, are more likely to be useful than attempts to achieve stability and specificity attainable only in specialist collections used by specialists.' The longest contributions are those by Kyle: 'Lessons learned from experience in drafting the Kyle classification' which sets out a possible method for the diagrammatic presentation of a field of knowledge; and by Coates, who sets out the C.R.G. proposals for a new general classification. The paper by Mills is on the 'Inadequacies of existing general classification schemes' and should be essential reading for all students.

The final statement of the conference states the aims of the proposed classification, discusses some of the problems which need to be answered before a scheme can be drafted, and presents a possible way of organising the project.

This small work will no doubt be regarded in the future as something of a landmark and no doubt generate a number of examination questions.

TOM WILSON

Union lists anyone?

Those who make a habit of collecting such things will be glad to hear of the publication of the *Catalogue collectif belge et luxembourgeois des périodiques étrangers en cours de publication* published in two volumes by Editions Culture et Civilisation, 115 avenue Gabriel Lebon, Bruxelles 16, at a price of 2,400 Belgian Francs. Publication was made possible by the patronage of the Banque de Bruxelles and the editing work (which involved 'plus de 115,000 fiches, qui couvrent environ 42,000 titres' from '450 bibliothèques') was done by staff of the Bibliotheque royale de Belgique.

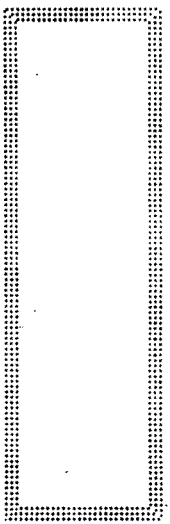
All kinds of libraries participated: 'bibliothèques ministérielles et industrielles', des grandes bibliothèques universitaires et des bibliothèques d'instituts', and the list gives for each title place of publication, date of first volume, name of previous or subsequent title, holdings in chronological sequence and the appropriate library symbol. The list of libraries gives for each the hours of opening, conditions of loan, and copying facilities.

Undoubtedly this list is, as the prospectus says, '. . . la plus importante manifestation de coopération effective des bibliothèques belges. Il sera pour chaque laboratoire, chaque seminarie, pour chaque savant et chaque bibliothécaire, un outile de travail indispensable'.

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Official Journal of the
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THE ASSISTANT LIBRARIAN

Official Journal of the Association of Assistant Librarians
(*Group of the Library Association*)

Editor: Peter D. Gann. *Associate Editor:* Tom Wilson

Central Library, The Priory, Church Hill, Orpington, Kent

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OUT OF CONTEXT

There has been some dissatisfaction among younger librarians with Press reports of Mr. Frank Gardner's Presidential Address to the Library Association. He was quoted as saying: 'I feel that to some younger librarians, libraries exist almost as an end in themselves; that readers, as people, are a nuisance. Almost what many would like to do is to close the doors of the library so that they can get on with their job. There is a lack of enthusiasm and excitement about the nature of our profession.'

Unfortunately, the Press quoted this part of the Presidential Address out of context. People who were present at Birmingham and who heard Mr. Gardner have agreed that it was a very good address and that there was nothing unjustifiable about his criticism; although it would have been equally true if the word 'younger' had been deleted.

However this may be, Mr. Gardner's criticism has been seized on in the October-November issue of *Prospect: a careers guide for youth* and used as the basis for an attack on the division of staff into professional and non-professional, which may be paraphrased as follows:

There is one body of librarians who exist to serve the public. They are talking about a two-tier structure with a few over-qualified people at the top and a lot of unqualified people at the bottom. 'Unqualified, ill-educated girls' will serve the public while 'so-called "professionals" get on with the job of librarianship'. This sounds like a disaster for a 'very good service' run by people 'whose broad interest in books, people and reading more than makes up for their lack of knowledge of the slightly irrelevant topics dealt with in library courses'. Passing on enthusiasm about books is more important than professional status, and the writer concludes:

'I am not saying that one shouldn't, if one goes into a library, get a qualification, but using the qualifications to create a sort of officer class is a terribly out-of-date concept'.

Presumably *Prospect* is the sort of thing that careers masters and Youth Employment Officers read (although as this is only its fourth issue it may not be very well known yet). One hopes that if no one else replies to these remarks, the Library Association will write *Prospect* a letter. No one in librarianship would advocate a return to libraries run by amateurs, however enthusiastic. Consider how that last quotation would read if one substituted for 'into a library' the words 'into teaching' or 'into nursing' or 'into journalism'. One has to learn how to do the job. Picking it up as one goes along is not good enough these days.

NALGO'S AFFILIATION TO THE T.U.C.

The National and Local Government Officers Association is the principal trade union for public and many college librarians and also for some other special librarians, e.g. in the electricity supply industry. Therefore, it is appropriate to comment on the result of the ballot ordered by Nalgo's 1964 Annual Conference, which was a majority of 19,589 in favour of affiliation to the T.U.C.

There is a danger that some Nalgo members may resign, believing that part of their subscriptions will go to the Labour Party. *This is not the case.* To allay their fears, the President of Nalgo, Mr. C. A. Smallman, stated that the Association would continue to be politically neutral. (Incidentally, even in unions which do make contributions to the Labour Party, individual members have the right to refuse to pay a political levy.)

The main reason for affiliation is that, when the National Economic Development Council was appointed, the T.U.C. was the only body on it representing employees. Therefore, Nalgo has joined the T.U.C. to have a say in Neddy's negotiations at Government level.

T.U.C. support was also sought because, during the pay pause, the Government refused to allow any increases to public servants although their incomes had fallen behind those of most other workers who were not so penalised; and because of Government interference with the machinery for collective bargaining in the public services.

END OF AN ERA

Council Notes, 13th and 14th October, 1964

At the last meeting of the year, Council bids farewell to the Past President; and at this, Ron Surridge's last meeting, we remembered with pleasure the decade in which he has enlivened the proceedings with his own sense and nonsense. Next year there will be a gap on the back-bench!

But the A.A.L. does not live in the past, and in January new faces and fresh ideas will be welcomed and there are always new avenues to be explored. After a successful trip to the U.S.A. last year the International Relations Committee announced that enough had been received for it to go ahead with the arrangements for a trip to Russia next year. Those who have applied will be sent further details as soon as possible. It had been hoped that the American librarians could pay a visit to this country in May next year to enable us to repay the hospitality received. Unfortunately, the Americans are unable to arrange the trip in time, and the A.A.L. invitation will have to be held over for another year.

A statement by the Education Committee on the role of the A.A.L. in professional education was approved and will be printed in the *Assistant*. Correspondence courses, which will have a declining part to play in A.A.L. activities, are, however, having a momentary revival as the A.A.L. helps transitional students and pre-1964 Associates. Courses are to be offered for List C (C103, C106, C402 and C504) and the Library Association is to be asked for financial assistance in preparing them.

The Education Officer reported that the Martin Award for the highest marks obtained in the Entrance Examination, June 1964, by a correspondence course student goes to Miss P. E. Clifford (Bournemouth Public Library), whose tutor was Miss M. L. Butler.

The A.A.L. is to ask the Library Association, in conjunction with the A.B.L.S., to investigate as soon as possible, the establishment of a joint clearing house for

admission to Library Schools in the U.K., and will press for an affirmation that existing library staffs with the F.P.E. and no 'A' level passes will continue to receive sympathetic consideration for admission to library schools.

The financial affairs of the Association came in for critical discussion and the Treasurer warned members that next year will be difficult. General expenditure exceeds capitation and must be balanced by the sale of publications. To help balance the account of the *Assistant Librarian*, the Finance and Membership Committee have recommended that the contract with the present advertising agency be terminated and the work taken over by an A.A.L. Advertising Manager. John North, who was appointed Advertising Manager in July, has resigned on obtaining a post in Canada, and his place is to be taken by Ian Wilkes—we wish both of them the best of luck!

The Publications Committee was able to report that a new author has been found for a book on mobile libraries. The material collected by the previous three authors will be passed on to him for information!

The Executive Committee considered a request from G.L.D. that the Library Association be urged to prepare a code of professional conduct for librarians in line with paragraph 7 of their notes for the guidance of supervisory librarians in Approval of Library Service. Mr. Meakin was concerned that there may be ethics which he knew nothing about and it worried him. Mr. Surridge said that he had never felt the need for a code of ethics. He worked to his own standards which varied from time to time. Uncertain of the need or content of such a code, the Committee asked G.L.D. to provide further enlightenment.

Council has decided that A.A.L. members in the counties of Bucks., Berks. and Oxon are to be brought back into the fold and become members of the Greater London Division. Since the abortive attempt to set up a Bucks., Berks. and Oxon. Division two years ago, members have been outside the divisional structure.

Looking towards 1965, Council elected Tom Featherstone as President for the year and Jean Plaister as Vice-President. Nominations for officers of the A.A.L. were M. J. Ramsden, Hon. Secretary; W. S. H. Ashmore, Hon. Treasurer; P. D. Gann, Hon. Editor.

Council invited representatives of the Association of Student Librarians to attend their proceedings as observers, and later in the evening Mr. Mike Brown, Hon. Secretary of the A.S.L., answered questions fired at him by members, and explained the purpose of his Association. This new venture has still to prove its worth, but Council members generally felt that co-operation and discussion could be useful. These students could be the A.A.L. Councillors and Officers of the future!

JEAN M. PLAISTER, *Honorary Secretary.*

OUR PRINTER

This is the last issue being printed for us by The Sidney Press Ltd., Bedford, at any rate for the time being. Sidney Press, which has been with us since June 1962, is a very high class firm, which provides a very full service for its customers. We are leaving them because of circumstances beyond our control; but not before thanking them for their kind co-operation during the last two and a half years.

It is interesting to recall that, during the period 1930 to 1949, this journal was printed by Sidney Press' senior partner in the Hazel Sun Group, Hazell, Watson & Viney Ltd.

THERE'S MANY A SLIP TWIXT...

In this fast-moving modern world with the ever-increasing fear of the bomb, cancer, outer space and the threats of world war, young people are finding difficulty in adjusting themselves.

In a recent article in *The Guardian* entitled 'The new outsider', Denis Barker makes numerous interesting points concerning the adolescent. He points out that the adolescent wants to belong to society but is often rejected. The adolescent insists on being an outsider himself yet feels insecure if his insistence is accepted by his elders. He requires a background, a connection with the mature world, yet we often deprive him of this by trying too hard to give it, thus resulting in complete segregation. Denis Barker also believes that many young people are driven to adolescent misgivings because of a feeling of social or educational inferiority at school or at work—this possibly being an outcome of social conditions at home or at least in the neighbourhood in which they live.

The attitude of young people then in general to society is rebellious to say the least. Their attitudes to libraries are very mixed indeed. Apart from the converted minority, the general attitude to us and to our profession is that we only exist either for those who are educated or those wishing to further their school education. In short we're 'squares' existing only for the 'nobs'.

What can we do to repair or, better still, to prevent this faulty attitude? We could, of course, as many of us are doing, just sit back and wait for young people to adapt themselves (with the knowledge that some never will) or we can make an all-out effort to attract them into our libraries (with the realisation that even if they did come the majority of us could never hope to cope with them because of lack of staff and finance).

From this it is obvious that the first real necessity is for us to carefully consider and decide whether or not we really can offer a service to our youth when and if they come to us. After having once attracted them into the library, we can then help by treating all young people equally, regardless of family background, dress and educational or social attainments. One of the first things we must realise, however, is that it is no use at all attempting to provide a service if it is to be substandard. This only serves to assure young people that their apathetical attitude towards libraries is justified. Young people of all ages are demanding, very demanding, and are not easily deceived. They will not accept a second-rate life much less a second-rate library service!

What are we then to do? We are torn between two truths. The truth that it is our professional and social obligation to give a library service to everyone and to make aware to all people the services of the library, and the truth that even if we accomplished this aim we could not possibly cope without a substantial increase in professional staff, bookstock, buildings and general finance. Are we then to accept that our aim is simply a dream, an unjustified ideal?

No! We must fight and work to achieve what we believe to be our professional ideal.

So much for theoretical ramblings—let us now turn to practical possibilities.

All of us have undoubtedly accepted the fact that a difficulty arises both for young people themselves and for library staff when young teenagers suddenly realise that there is another world outside the junior library—the adult library—and they now have full use of all library departments. What do they do?

Some of them adapt themselves well to the new surroundings (these few have probably been well versed in library techniques at school or have had the courage

and been given the opportunity to wander around in the adult library at an early age). Many, however, still cling to the junior department, swallowing their embarrassment and envying those who are so confidently using the adult department. What happens to these less confident children? They either start using the adult department without satisfaction and eventually disappear from the library scene or they become so aware of their inability to use the adult library and of their embarrassment among younger children in the junior library that they beat a hasty retreat out of the library door and remain defiant and cynical about us for the remaining years of their adolescence. In either case we lose them.

Some, however, belong to libraries where the staff are more sympathetic and understanding of young people and are willing to make a special effort to help them. Many of us, however, just cannot be bothered with teenagers (they are too noisy and upset the old gentlemen who prefer to regard the library as an elegant Victorian doss house!). You may think that I am exaggerating a little, but when I assure you that I have actually seen teenagers refused entrance to the library because they did not possess library tickets you may take my point. Surely such an inert attitude does not help—in the above example the young people were obviously expressing a wish to accustom themselves with the adult library and they were imprudently turned away.

Well, what can we do to help? To begin with we can cultivate a little more tolerance with young people (this does not mean let them do what they wish) and help other adults to do the same. One usually finds that the people who complain about the proximity of young ebullient people are those who use the library as a resting place or who think that the library exists primarily for their own use.

We should bring a breath of good clean air into our libraries, sweep away the cobwebs, shrug off our institutional atmosphere and plan the future with a clear unbiased attitude.

Young people should be personally introduced into the adult department. This can be done on an individual basis or can be done on the basis of class visits from local schools. The latter can be very successful when done in co-operation with sympathetic teachers but these visits must be more than just a half an hour's general chat about the arrangement of the library. A practical system of class visits will be discussed later in this article.

In another recent article in *The Guardian* a headmistress at the Annual Conference of the Association of Headmistresses said about young people: '. . . in their early contact with confused standards and material values of the outside world they need practical but unobtrusive help if they are to find their conviction and strength of purpose which will act as a bulwark against the pressures which beset them.' This is surely a good starting point for us. Practical and unobtrusive help in our libraries could well be the crux of library service to young people. But how can we go about this?

It is very difficult to completely marry these two ideals. If we attempt to give a large amount of practical help how can it be unobtrusive? I personally consider that our formula should be as much practical help as possible with as little obtrusion as possible.

In Russia separate specialist libraries are provided for teenagers and children and in America and indeed in some parts of England separate departments have been established for young people under various names such as Young Adults Department, Teenage Department, Young People's Department, etc. These usually take the form of separate rooms, staffed by special members of staff, with

special bookstocks. Practical measures—yes, but so obtrusive. Other views are to simply give advice on the selection of books when asked for by young people. (This, of course, is assuming that these independent, proud, rebellious young persons will approach our forbidding issue desks or our supercilious librarians for that matter!)

This is indeed an unobtrusive measure but can hardly be classed as practical. My suggestion would be to make an attempt to aim somewhere between these two ideals.

What I believe is required is a suitable bookstock arranged to anticipate demand —a bookstock, mark you, *not* a department—and it should not be separately housed—this would be too much like social segregation. This collection should preferably be housed in the adult department, perhaps within the vicinity of the children's department to facilitate ease of movement, although this is not really important. Young people of any age (within very flexible limits) should be allowed to use this collection but they should not be compelled to use it. At any time they should be allowed to freely wander from this collection among the adult stock and likewise adults should be allowed to borrow any book from the teenage collection. This would encourage freedom of movement and integration. It is better if a complete fluctuation of stock is maintained—special markings are not desirable as this only encourages rigidity of stock. Any books which are not being frequently used should be disposed of and every book that is selected must justify its presence.

The stock can be drawn from both adult and junior departments and shelved together. In the case of fiction stock an obvious majority of adult books would be preferable. As far as non-fiction stock is concerned there should be at least as much fiction if not twice as much. I would suggest that a concentration on recreational non-fiction would bring more satisfactory results—informational and educational stock being associated more with the adult library.

A few well-chosen periodicals could be a great asset. *World Sports, Challenge, Elizabethan, Knowledge, Understanding Science, Punch* and *Meccano Magazine* are obvious examples.

Selection by a qualified member of staff can be done on a continuous basis each morning and throughout the day as books are returned and a total revision of stock should be carried out periodically by the librarian or children's librarian.

Co-operation between the librarian, children's librarian and teacher librarians can pay handsome dividends, but the final decision on additions and arrangement should be that of the librarian in charge.

The staffing of such a collection should be almost non-existent. Concentrated supervision by a senior member of staff can only encourage a feeling of segregation and mistrust—in fact, the presence of young people in the adult library should be accepted as a natural phenomena.

The young people's collection should be bright and attractive with imaginative displays. By all means display new books but subject displays with short, snappy headings are generally most successful, for example 'Speed', 'A Sporting Life' or 'In Search of a Future?' (a display on careers). These displays should, if possible, be supported by a good illustrations collection.

When considering publicising this collection one should not overlook the possibility of approaching local youth club leaders. After all, one should not only attempt to provide a service for existing library users but also for potential library users. A small, attractive, well-designed leaflet, briefly describing the service and its aims, could be sent to all youth club leaders as well as to local schools. The local

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This book gives most interesting accounts of experiments in the teaching and learning to read in schools, with the aid of earlier systems of reformed spelling, culminating in a heartening account of the Oldham experiment in the Initial Teaching Alphabet. (I.T.A.) 20s. net.

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newspaper could also be approached and, if used prudently, could prove to be very beneficial.

It is my opinion that this is as far as we can go in practical measures for separate book provision for teenagers. I have read reports of librarians holding library group meetings, coffee evenings and even book selection sessions with young people—it has even been suggested that we could install coffee bars—but it seems to me that these measures are too drastic. To pander too much is as fatal as to not provide at all. Although we may have the interests of young people at heart, we must always be firm in our belief that librarians are the people who can run their libraries most successfully, and to undermine one's position in the library by bending too much in favour of young people is a foolish practice.

Apart from the above scheme, what other practical measures can be undertaken? An approach to heads of local schools quite often leads to a better appreication of the value of librarianship and leads to ways in which we can complement what is being done at school. Apart from the librarian advising teachers as to how to run the school library more efficiently, the teachers can help by supporting the principle of school visits to the library.

I have already mentioned that a half-hour visit to the library is almost useless. The following system of organised library visits for junior school children has been successfully employed and I believe it could act as a basis for similar schemes designed to familiarise older children with the library *before* they enter the difficult years of adolescence.

The full course, which was first approved by the heads of the schools concerned, entailed approximately one hour's lesson per week for a period of five weeks. (This could, of course, be easily adapted to suit local circumstances.) The overall tuition given by the librarian was as follows:

Lesson 1 included a general introduction to the library—its arrangement and its various departments. Alphabetical and numerical arrangement was explained in relation to the books on the shelves. Practical tests were then given (using suitably designed cards) on finding specific books on the shelves.

Lesson 2 concentrated entirely on reference books. After an explanation of how to use the various works of reference and what to expect to find in them, the pupils once more settled down to a practical test. In this case the questions were typed on cards and attached to the front covers of the books concerned. The children had to use the reference books correctly to find the answers which they wrote down in exercise books to be marked by the librarian at the end of the course.

Lesson 3 consisted of a detailed explanation of the use of all types of indexes. This was followed by a practical test—similar to the one described above—including both reference and general non-fiction works. In all cases indexes had to be correctly used to find the appropriate answers and a large amount of page scanning was also required.

Lesson 4 was designed to really test the endurance of the pupils and entailed the finding of answers to specific questions of which only the classification numbers and subject headings were given. Pupils were expected to find the appropriate place on the library shelves, select the relevant book and then, by using the index, find the correct answer. It was often necessary to examine a number of books before finding the required answer.

Lesson 5 completed the series and included an explanation of subject indexes. The pupils were expected this time to formulate for themselves the subject head-

(*Continued after Supplement*)

SOMETHING SPECIAL

STRAUSS, L. J., and others. Scientific and technical libraries: their organization and administration. Interscience Publishers. 397 pages, 65s.

This work (a long-awaited revision of the Special Libraries Association's 'Technical libraries') is intended for (a) 'practising librarians in the fields covered', (b) 'new members of the profession entering the field', (c) 'library school and other advanced students', and (d) 'the management of an organisation considering the establishment of a library'. Of these, it seems most likely to appeal to (b) and (c), since it is the only textbook in the field which attempts to be comprehensive other than the 'Handbook of special librarianship'. Practising librarians may find one or two ideas, but for detailed information they will have to look elsewhere, and management would seem unlikely to be influenced greatly, at least in this country.

It is as an introductory text then that the work must be examined, and, in particular, to what extent it is better, or worse, than the Aslib 'Handbook'.

There are twelve chapters covering the entire field: the definition of special library, staff, finance, planning, acquisition and selection of library materials, cataloguing, classification and indexing, the dissemination of current information, the administration of reader services, reference work and literature searching, and public relations. There is an appendix of 'Basic reference publications; bibliographies for some specific subject fields'.

Generally speaking, this book is not such an advanced work as the Aslib 'Handbook' and consequently some of the material seems rather elementary and sketchy, for example Chapter 7—Technical processes, and Chapter 8—Indexing and filing of non-book materials cover in 58 pages what it takes the 'Handbook' 158 pages to cover. The beginner, however, is more likely to derive benefit from the simpler approach.

Some chapters are a definite improvement on the 'Handbook': those on the acquisition of kinds of material, physical layout and equipment, reference procedures and searches, and 'Interpreting the library service' (i.e. public relations) are examples. Students will find these useful because there are many illustrations of such things as abstract bulletin layouts, search forms, and library plans—illustrations which are lacking in the 'Handbook'.

There are some small points to find fault with: the lists of suppliers are repetitious and of doubtful usefulness—the same results could have been achieved by giving such information in an appendix. There is also repetition in the listing of selection aids which appear in the body of the work and in the appendix of basic reference works. The index is less than faultless—KWIC becomes 'KWIK', and there is no entry under 'Keyword' or 'Permutation' indexing.

On the whole, however, this is a useful addition to the special library literature and although it duplicates much of what is in the Aslib 'Handbook' the presentation is rather more attractive. The text is in handsomely produced near-print, the illustrations are usually pertinent and sufficiently large to be useful, and the binding is sturdy. At 65s. it is reasonably priced for the American market but rather too high for the British.

T.D.W.

INFORMATION DEPARTMENT

GUTENMAKHER, L. I.: Electronic information-logic machines; translated from the Russian by Rosalind Kent [and] edited by Allen Kent. New York, London, Interscience Publishers (a division of John Wiley & Sons), 1963. x, 170 pages, 60s.

One of the characteristics of the literature of computers has been the sight of many writers backing politely but firmly away from the popular image of the 'electronic brain'. It is all the more interesting, therefore, in one of the first detailed discussions available here of Soviet developments in this field to find that the author, the Director of the Laboratory for Electromodelling in the U.S.S.R. Academy of Science, constantly referring his theory and practice to the human mind and its capabilities. Section after section in the early part of his book starts with an elementary discussion of the activities of the human brain in memory and recall, as an introduction to the development of the electronic information-logic machine. This painstaking, almost laborious, logical demonstration from first principles, often with homely analogies, is not untypical of much Russian technical literature even of an advanced nature, and in the present case it provides one of the few coherent explanations of the theory, construction and operation of information retrieval machines from elementary principles to the most sophisticated development.

Unfortunately, the author is not unnaturally concerned more with the electrotechnical aspects of the machinery than the problems more familiar to librarians of information coding, storage and retrieval, and this work is intended more for the computer specialist than the librarian. Of the six sections, only the first discusses the relation of information theory to electronic practice in general, and only the last is devoted to problems of coding and the handling of the basic information itself. The others discuss in considerable technical detail the theory and practice of operative and long-term memory devices, address systems for recalling coded information, the electronic transfer of information within the machine, and the elements of the machine's decision-making device.

There are, however, several topics of particular interest to librarians. The information-logic machine chiefly described is a special-purpose computer developed for the information retrieval field. Western computer manufacturers have made few moves in this direction, claiming that libraries are not an economic market, although there are isolated home-made installations to point the way. The Russians, on the other hand, consider that the computer may be more to the librarian than a vast, rapid filing system (few computers used for information retrieval actually *compute* anything). One reason for their assumption is the development of a solid core store for the long-term machine memory, which is a simple, apparently inexpensive device like nothing so much as a pile of printed circuits stuck one on top of another. This gives direct access to a huge machine memory and avoids the indirect access of reels of magnetic tape that have to be fed into the machine and run backwards and forwards to locate the information on them. The information-logic machine is seen as a library in itself. If necessary, the documents themselves may be coded in machine language and stored in the machine, and an enquiry may call up a document through the medium of the print-out, or even information newly synthesised from existing sources by the machine's decision-making device. And this is not all. Space is given to a description of a centralised information system based on the information-logic machine,

and involving telex and even aut-reading devices, where the machine will 'read' a printed document and store its contents without the intervention of human intelligence.

An understandable partisanship colours the work. Examples of the confusion attendant on the quantity of published material are taken from American practice, while Soviet libraries are presented as working patiently towards a tidy and rapid solution to the problem. What is less understandable is the reluctance to acknowledge sources and other work. The solid core storage device was investigated by at least one American firm some years ago, and although the Russians may well have anticipated the Americans, no mention is made of any other work at all. The coding system described in section six of the book is presented as parallel to the work of Perry and Kent ('The scientists [*sic*] Perry and Kent developed such a system'), but it is precisely that system which is described and even the first example given is their own. As a matter of interest to librarians in this country, the Russian author concerns himself almost entirely with American and Russian ideas; English investigation of faceted classification and the work of the Classification Research Group is totally ignored save for one paragraph beginning 'There is also the so-called "facet" classification . . .'.

In spite of these objections, and although other books have presented the why and how of machine information retrieval in a form more easily digested by librarians, this is a valuable work, if only because it presents a coherent picture of Soviet progress in electronic information retrieval machines. The translation reads very easily, avoiding that wooden, childishly pompous quality common to poor translations from Russian, and the book is copiously illustrated with very clear diagrams.

D. BATTY, *Senior Lecturer, Aberystwyth College of Librarianship.*

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HOWERTON, P. W., *editor.* Information handling: first principles. Spartan Books; Cleaver Hume, 1963. 207 pages, 48s.
BOURNE, C. P. Methods of information handling. Wiley, 1963, 241 pages, 100s.

These two similarly titled works are only just sufficiently similar in content to be compared. Bourne's is meant 'to be an aid and reference work for those people who are interested in the design of information systems', while Howerton's is intended for what he calls the 'new documentalists', by which he means those scientists and engineers who are newly faced with responsibilities in information centres.

According to the editor, the authors contributing to 'Information handling' were given only one specification: 'express your ideas so that the beginner can be understood'. This has certainly been followed by most of the authors but the quality varies so much that it seems a pity that the authors were not given more detailed instructions. Pauline Atherton's chapter on 'File organisation' is the best in the book, a lucid introduction to the forms which an index may take, which would certainly be of value to any beginner. The remaining chapters, with the exception of J. C. Costello's 'Indexing in depth', are less interesting, wordier and sometimes, as in the case of 'Information system theory as the foundation of practical design', by D. C. Weeks, tending to be almost unintelligible. There is no index—but this is no loss; save your 48s. for something else.

Bourne's 'Methods of information handling' is devoted solely to isar systems, covering first of all the general problem of information retrieval, and the principles of classification, indexing and coding, and then dealing with the various systems: manual punched cards, machine punched cards, computers, paper tape and magnetic tape, and microfilm and image handling equipment. These sections constitute an up-to-date listing of available isar systems, and some sections are concerned, inevitably with the hardware aspects, and may, as the introduction points out, rapidly become outdated. This need not be too great a disadvantage because the theoretical aspects are well covered in the first four chapters and occasionally in others—e.g., the section on coding for manual punched cards.

Inevitably in a work of this kind there are some points about which to be dissatisfied: the chapter on coding seems to devote more space than is warranted to the coding of proper names, and the graphs in this section are not well captioned; the basis of coding for the microfilm systems is not dealt with, and there is a sprinkling of errors like that on page 26, which implies that all of the facet indicators in the Colon Classification are colons.

In all, however, this is a publication to be welcomed, just as the first volume in the Information Sciences Series was—the production sets a high standard, there are good, clear, usually pertinent illustrations and the subject index is comprehensive; almost as comprehensive as the bibliographies at the end of each chapter. The price is the only thing which is likely to act as a deterrent—but then you saved 48s. earlier didn't you?

T.D.W.

FRY, Bernard M., *and* MOHRHARDT, Foster E., *editors.* A guide to information sources in space science and technology. New York and London, Interscience. 1963. xiv, 579 pages, 75s.

The report and the journal article are today's main vehicles for the communication of research and development. Space technology, in particular, yields a great

number, every year bringing over 20,000 of each type. Adequate bibliographical control is difficult enough without the wide scatter of interest that extends over so many branches of science and technology. To cover satisfactorily the many relevant aspects might well involve the regular perusal of around forty different indexing and abstracting services. It is not surprising, therefore, that the U.S. National Aeronautics Space Administration (NASA) have found it necessary to set up a new information facility with nine national centres for the high-speed processing and retrieval of this vast amount of information.

Compared with the prodigious efforts in America and Russia to investigate the many problems associated with interplanetary flight, Britain's expenditure and that of other European countries seems pitifully small. Because of this it might be argued that the literature of the subject is of no great concern to us. But how wrong this attitude is. Whilst we may not be engaged directly in the race to the moon, much of what comes out of current space research and development is likely to be of considerable interest in many other scientific and technological fields, particularly if it is freely available. New ideas are being formulated in basic physics and chemistry, and on the applied side new materials, ingenious instruments, electronic equipment, communication techniques, combustion devices and auxiliary power sources are being developed.

Because of the wide potential value of research communications on space technology the guide to the literature of the subject, recently published by Interscience, is very welcome and useful. It is the first of a series that will eventually cover atomic energy, electronics, metallurgy, plastics, power, biochemistry, biophysics and other rapidly changing subjects. Unlike most guides, however, it is more concerned with current sources of information, both published and unpublished. Its main coverage, therefore, is for the period 1958 to January 1962 and, working on a very selective basis, it includes some 4000 reports and periodical articles, and a number of important standard works, suitably annotated.

Of value to the reference librarian is the emphasis on major bibliographies and survey type articles. A limited number of historical books are also included. Whilst foreign literature and its translation is arranged with English-language material under appropriate subject headings, a separate heading Soviet Astronautics has been made to allow the reader to make a separate survey of progress in that country. There are useful appendices too that include details of abstracting and indexing services, world information centres and libraries, and U.S., U.K. and foreign serials.

One objection to buying a guide to the literature in a subject area experiencing rapid technological changes might be the rapidity with which the information becomes obsolete. The editors have anticipated the problem by first treating this volume as a basic one, covering all significant publications to date, and undertaking to produce every one or two years supplementary volumes up-dating this information. It is the kind of service that we would have welcomed from other publishers of literature guides that have been allowed to go out of date. Useful though it may be to scientists, engineers and students, it will be of particular value in enquiry and information work. The index, which is most extensive and has many entries under very specific subject headings, should help in answering many queries.

J. S. BURKETT, *School of Librarianship, N.W. Polytechnic.*

PERIODICALS

DAVINSON, D. E. Periodicals: a manual of practice for librarians. 2nd edition. London, Andre Deutsch, 30s. 1964.

The attention paid to the selection, exploitation and storage of periodicals in public libraries is generally less than they deserve. Public librarians are mostly aware of the need to provide balanced book stocks, to assess each new title on its merits, in relation to possible demand and to existing book stock, but they rarely apply the same careful criteria to the selection of periodicals. The second edition of the *London union list of periodicals* brought forth the following reviewer's comment:

> 'Taking London as a whole, the availability of current literature is below that of even moderate-sized provincial cities, and such libraries as the Patent Office, the Science Library and many other (mainly private) libraries can hardly suffice for an area of 900 square miles and a population of 10 million, which is also one of the most important industrial areas of the country.'

It may very well be true that since 1958 the holdings of London's public libraries have improved. But a recent check for *New Society*, the popular social science journal, revealed that out of the twenty-eight Metropolitan boroughs, nine libraries (serving a total population of over 1 million) did not provide it. Checks for important scientific and technical journals would, of course, reveal greater and more significant deficiences. Many public librarians by tradition give their committees the prerogative of approving new periodical titles, whilst they would resist most vehemently any interference in their book selection by the committee. On this point of the inadequacies of public library provision, Mr. Davinson in his book, on page 34, states: 'that no library which is displaying less than 500 current titles can be considered to be discharging its function as an information. centre adequately'.

This second edition is most certainly an improvement over the first: all but three chapters have been thoroughly revised. The crude line drawings in the first edition have been replaced with attractive photographs, and a pleasant jacket has been provided. The chapter in the first edition, which listed 500 periodicals 'which could well form the basic stock of a Public Library Periodicals Section', has been omitted since the *Guide to current British periodicals* has made the inclusion of the list unnecessary. The whole field of periodical practice has been covered thoroughly.

A few minor errors, however, need to be corrected. On page 30, *ASLIB Booklet* should be *ASLIB Book list*. The *British technology index* has always been issued monthly, whilst it is the *British humanities index* which appears quarterly (page 83). The reference on page 106, from the *Journal of documentation*, should be to v. 15 not v. 16. The reference itself states that '0·35% of the total use of a periodical occurs within the first five years of its life'. Upon checking the original article to verify this astounding statistic, I could not trace any reference to use during a five-year period. However, the article does provide a table (III) which states that 61·7% of the total use of a periodical will occur during the first six years of its life.

Other points are not so much erroneous as out-dated by the passage of time, either because Mr. Davinson was not able to revise as fully as he would have liked or because of the time lag between the completion of the ms. and its publication. First, *Engineering index* has, since October, 1962, been issued as a monthly

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bulletin in addition to the annual volume (page 148), and the *ASLIB year book* (page 156) has not been published since 1961; a *List of members* is to be published later this year. Several guides to the literature mentioned in chapter fourteen are listed in out-of-date editions. They are: the American Chemical Society, 'Searching the chemical literature', a new edition of which appeared in 1961 (page 182), R. C. Smith, 'Guide to the literature of the zoological sciences', the current edition of which is the 6th 1962 (page 183), a second edition of Dyson's 'A short guide to chemical literature' was issued in 1958 (page 182) and T. P. Fleming, 'Guide to the literature of science', was published in a second edition in 1957 (page 182). A useful addition which could be made to the list of guides to Latin-American journals is the Pan American Union's 'Guide to Latin American scientific and technical periodicals', 1962.

These points, however, are minor, and should not detract from the usefulness of Mr. Davinson's book, which must surely be recommended reading for students and librarians alike.

DEREK JONES, *Lewisham Public Libraries.*

PRINTING

SPELLMAN, John A. Printing works like this. Phoenix House, 10s. 6d.

Here is an attempt to introduce printing to the potential operative. The author describes the various aspects of printing and publishers' casing in a comparatively simple way for anyone not acquainted with the industry.

On the first page of the text there is an attempt to answer the question, 'What is printing?'—the answer is contained in one short paragraph, the remainder of the material under this topic being concerned with the history of the subject. Throughout the book historical references are made to various aspects of printing, though some of these are of doubtful accuracy, e.g. William Ged is attributed with the invention of stereotyping in 1725 though there were earlier attempts in the Netherlands at the beginning of the eighteenth century; the invention of the two-revolution machine is attributed to Robert Miehle in 1883 when in fact one was built in 1817 by Koenig and Bauer and used in a London printing office.

While discussing detail it would, I think, have been preferable for the author to have used the term filmsetting rather than the older term photo-composition and the Fotomatic rather than the older Fotosetter ought to have been referred to on p. 10. One detail which could have been omitted, considering the type of reader at whom this work is aimed, is that which appears on p. 22: '. . . a small proportion of hexa methylene-tetramine is added to toughen the rollers . . .'.

On the whole the explanations of technical detail given are quite clear but the information on colour filtration is rather vague and I cannot see why, as stated on p. 3, that when *a line* of type is complete (i.e. in a hand composing stick) it is transferred to the galley!

The diagrams are a valuable feature of this publication, but they could have been improved by better guiding and in one or two places by reducing the amount of detail in order to improve clarity.

This book, although not intended for students of librarianship, would provide a valuable evening's reading in relation to paper 4 of Part I of the L.A. Syllabus and useful background for Paper B21 of the Part II examination, though I hope that the book contains more technical details than will be required by the examiners.

DO-IT-YOURSELF

KYLE, Barbara R. F. Teach yourself librarianship. E.U.P., 1964. 7s. 6d.

Although it could be read with advantage by anyone contemplating a career in librarianship, this addition to a famous series is not really intended to be a career book; nor is it strictly in the 'how to use libraries with profit' category, though, equally, it could lead layman readers to more intelligent use of libraries Its intention is mainly to answer the question so often asked of librarians—'what do librarians do?'—and this it does quite effectively in an original way likely to catch the interest of the curious layman.

Imaginative analogies employed in the explanation of technical processes are particularly effective in relation to classification and cataloguing. A hypothetical book selection meeting puts across very clearly the purpose and use of bibliographical tools, a subject about which few non-librarians have any understanding.

The style is personal and easy to read, and avoids that 'chopped-off' characteristic which sometimes is found in simple works written by experts who have difficulty in keeping their specialist knowledge in check.

Although Miss Kyle points out that what are the best or most interesting books for one person do not necessarily appeal to another, this does not prevent her devoting the longest chapter in the book to 'A personal library', which is repetitious and, one feels, somewhat out of context here. An appendix dealing with training and qualifications for librarianship lists, under the heading *Choice of Courses*, those of University College, the Institute of Information Scientists, Aslib, and the Library Association in that order and with a decreasing amount

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of information about the content of the respective courses or syllabi of each body mentioned in turn. Without disrespect to any of the bodies involved, this could be quite misleading to potential new recruits to librarianship.

Odd errors of fact occasionally appear elsewhere. The N.L.L. binds each issue of a serial separately, not each article, and after enjoying its present status for almost forty years the National Library of Scotland ought to be referred to as such, and not as the Advocates Library in the list of legal deposit libraries. The index is skeletal to the point of being scarcely worthy of inclusion. The book production is well up to the standard of the series.

There is undoubtedly a place for this little work which even experienced librarians will find refreshing because of its originality of approach, and which may render intelligent readers rather more understanding of the librarian's problems and of his efforts on their behalf.

W. CALDWELL, *Head, Dept. of Librarianship, Newcastle College of Commerce.*

WATCH YOUR LANGUAGE

WALFORD, A. J., *ed.* A Guide to Foreign Language Grammars and Dictionaries. Library Association 1964.

'It is intended for teachers, students, graduates who may be taking up a language for the first time, scientists . . ., tourists and librarians . . .' (Introduction). There seems little doubt that all of these classes of user will benefit from this excellent publication, but perhaps the librarian, who will find it a most useful aid for book selection and readers' advisory purposes, will benefit most.

Not only is it shown which grammars and dictionaries are best for a student of the language, but also those which have limitations or should be avoided. The critical notes given for the items listed is, perhaps, one of its most valuable features. Some languages with a large output of grammars and dictionaries are covered selectively, but this does not seem to have affected the coverage adversely. Another useful feature is the list of gramophone record-courses together with details of costs and suppliers, although this feature would have been improved if some evaluation of the courses could have been included. There is little indication of their usefulness to any particular kind of user, e.g. scientist, teacher, etc., and one cannot but feel that price might, for many people, govern the choice of a course, possibly with unsatisfactory results.

Provision is made in this publication for those who want fuller bibliographical coverage of a language by the inclusion of annotated lists of literature guides. These lists should be particularly valuable to those librarians wishing to build up language collections. Although, as Dr. Walford points out in the introduction, one must call a halt somewhere with regard to the number of languages covered in such a guide as this, it does seem that it would have been improved considerably by inclusion of some of the lesser known but increasingly important languages. Chinese and Japanese are two languages not covered in the guide but surely are languages in which guidance from an expert linguist is needed by the student and most librarians! It is hoped that a second edition will include these and other important languages.

J. STEPHENSON, *Lecturer, Newcastle School of Librarianship.*

SCIENCE IN PERSPECTIVE

'HISTORY OF SCIENCE: an annual review of literature, research and teaching,' edited by A. C. Crombie and M. A. Hoskin. Vol. 2. 1963. *W. Heffer & Sons Ltd.*, 30*s*. (Paper 21*s*.)

One of the most welcome developments in the new L.A. syllabus is the provision of paper C504—Bibliography and Librarianship of the History of Science, 1600–1900. The history of science is a subject which has undergone rapid developments in the recent past and which, according to a recent article in the *New Scientist*,* is likely to develop even faster in the near future. The paper is welcome not only for this reason, but also because it will afford students who lack deep background knowledge of the sciences the opportunity to survey the field from the historical and bibliographical points of view. The success with which this is done will naturally depend upon how much life the schools of librarianship can breathe into the cold syllabus by such things as lectures from visiting scientists, visits to industrial research laboratories, and project work—at Newcastle it is hoped that this can be done during the first year for all students taking the science papers.

The work under review will be a major source of information for student and tutor alike. The series aims '. . . to perform a function not systematically performed by any of the existing journals in this field . . . to complement them by systematically providing critical reviews both of problems and materials for research in specific fields and of recent publications . . .'.

Each volume contains three main sections—papers, essay reviews and book reviews—all of which are of importance to the student. Two of the papers in the volume under review are of immediate interest to the student of paper C.504: 'Early astronomical and mathematical instruments: a brief survey of sources and modern studies', by F. Maddison, of the Museum of the History of Science, Oxford, is of interest both for the subject itself and as an example of the need to look outside of individual bibliographies for the bibliographies of specific aspects of the history of science—Maddison's bibliography contains 300 items; R. E. Schofield's paper, 'Histories of scientific societies: needs and opportunities for research', is a valuable survey of the research which has been done on the subject since the publication in 1913 of Dr. Martha Ornstein's *The Role of Scientific Societies in the Seventeenth Century*. It also brought to this reviewer's mind the idea that studies of the foundation, early activities and publications of individual local societies could well be useful subjects for Fellowship Theses.

The tutor would naturally benefit from these as much as the student, but another paper is of particular interest to him: 'A sixth-form course in the history and philosophy of science', by A. H. Ewen, which describes the development of the Cambridge Local Examinations Syndicate G.C.E. syllabus for the History and Philosophy of Science, and the approach to teaching the subject at Whitgift School, Croydon. Since the schools will be developing their own expansions of the L.A. syllabus (which as a document leaves much to be desired), this will be particularly useful.

That essay reviews and ordinary book reviews are important sources of information needs no emphasising—suffice to say that in this work they are written by experts in their fields.

* Hoskin, M. 'History of science gathers strength', *New Scientist*, 21, 376 (30 January 1964) 274.

The contents of vol. 1 are listed on the jacket and two, at least, appear to be necessary reading—'The physical sciences in the first half of the nineteenth century' by L. P. Williams and 'Science and technology in the eighteenth century' by D. S. L. Cardwell.

The work is well produced, as the publisher's name would lead us to expect, and, even in the hardback edition, is fairly priced. For anyone with a continuing interest in the subject it is essential and should also be available to the student of librarianship.

TOM WILSON.

MUSIC

DUCKLES, VINCENT. Music reference and research materials; an annotated bibliography. New York, Free Press of Glencoe; London, Collier-Macmillan, 1964. 321 pages, 38s.

1,117 items classified under 11 main headings, most of which are further subdivided. Each item is fully described, nearly all are annotated, and many are followed by sources for detailed reviews. Items include whole works, and analytical entries for major articles in encyclopedias and periodicals, and significant sections of books. Short addendum. Index to authors.

Reviewed by R. J. Crudge in *The Assistant Librarian*, 57 (1964).

Such might be Mr. Duckles' entry for his own book were he less modest. He is Music Librarian of the University of California at Berkeley, one of the liveliest centres of music scholarship in the United States, and with his colleagues Harriet Nicewonger and Minnie Elmer is already well known for 'A Guide to reference materials on music'. In that work the need for an annotated list was referred to, and here we have that need met.

'The work is actually intended to fulfil the requirements of two groups: graduate students who need to become acquainted with the resources for musical research, and music reference librarians whose job it is to help others and the information they want.' To these groups mentioned in the Introduction one can add two more: library students whose contact with the books concerned is limited by the shortage of libraries holding them, and general reference librarians who want some help in expanding wisely their music reference books beyond the Grove, 'Who's who in music', and Kobbé already in stock. Neither of these groups will be disappointed.

The headings and sub-headings under which the material is arranged are generally helpful, although not perfect. The section on music for performance is not subdivided by the type of music; this means that Altmann's 'Kammermusik-Katalog' (item 567) is separated from its successor by Richter (item 601). This particular separation is overcome by the fairly free use of cross references, but a classification which grouped all the guides to chamber music together would have been more useful.

Many of the analytical entries refer to expected sources, but they act as salutary reminders and as they give full information they save a good deal of fumbling with indices and contents lists. In addition, some analyticals refer to sources otherwise likely to be overlooked, such as the bibliography 'Recent work on music in the Renaissance' to be found in *Modern Philology* for August 1944.

Much of the annotation is straightforward description of contents, but occasionally a helpful opinion is added. The review sources listed are helpful, but many of these reviews are in the Music Library Association's quarterly *Notes* and the *Journal of the American Musicological Society*, which are held by few libraries in this country.

Naturally American sources, some not well known here, are well represented, but this is a balanced survey, as thorough in its European as in its American material, and listing some items published in 1963.

The information is clearly presented and the reproduction of the typescript original, on good paper, is as clear as I have seen. My one complaint is that a reference book should be trimmed on all edges, not just the top edge. The cloth casing seems sound, and the price (38s) is justified. It is a book that should be found not only in every music library, but in every reference collection that rises to subject bibliographies. I hope that means every public library system in the country.

ROGER CRUDGE, A.L.A., *Bristol Public Libraries.*

MUSIC TRADE DIRECTORY AND GUIDE, 1964, published by Tofts & Woolf (Publishers) Ltd., 305 High Street, Ponders End, Enfield, Middlesex. 136 pages, price 15s.

This complete guide to who-makes-what is the first directory in this field for nearly ten years and, in addition to a list of retailers of musical merchandise for he whole British Isles, listed under towns, list of trade names, a buyer's guide, and suppliers' addresses, it includes useful lists of music colleges, organ and piano tuners, music publishers classified according to the type of music they publish, recording and rehearsal studios, repairers of instruments, associations, and teachers. The Directory also, of course, contains many advertisements for musical instruments and services, a large proportion of them illustrated, which provide their own useful information service. Produced by the publishers of the trade news-magazine, *Music Industry*, and the musicians' magazine, *Dance Band and Jazz Musician*, the next edition will not appear until 1966.

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The Lyell Lectures, Oxford, Trinity Term 1959
Oxford University Press

Shorter notices

CHRISTIANSON, E. B., *and* STRABLE, E. G. Subject headings in advertising, marketing, and communications media. New York, Special Libraries Association, 1964. 96 pages, $5.95.

This work is in two parts: a list of subject headings, and a list of 'Basic file folder headings' intended for use in a vertical file of pamphlet material. Since the language of advertising seems to be virtually international, the American origin of the list would not appear to be a drawback and, since it follows closely the pattern of Sears and the Library of Congress lists, it should be easily used by anyone—the practical suggestions for the beginner will be an aid to this. One could query certain aspects of the list, e.g. why some terms are inverted and others are in normal word order, but in view of the fact that the theory of subject headings is rather ill-defined this would be fruitless. In conclusion—a useful tool for libraries specialising in these subjects, and a good example of a special list.

For list C

KING, H. C. Exploration of the universe: the story of astronomy. London, Secker & Warburg, 1964. 304 pages. 37s. 6d.

The author of this work is Scientific Director of the London Planetarium and his book is obviously intended for the layman rather than for the fellow scientist. Being a popularisation, it forms a useful introduction to this engrossing subject for the student of Paper C. 504 (Bibliography and librarianship of the History of Science) and the course of astronomy from earliest times to the invention of the radio telescope is well and interestingly charted.

For Part II

RANZ, J. The printed book catalogue in American libraries: 1723–1900. Chicago, American Library Association, 1964. 144 pages (ACRL Monograph No. 26), $3.00.

The title of this work should not lead the English student to suppose that it will be of little interest, On the contrary, Dr. Ranz has produced that most difficult of all books to write—a well-written, interesting account of a chapter in the history of cataloguing.

The book covers all aspects: motives for production, printing methods and difficulties; methods of arrangement; and the eventual decline of this form of catalogue. The whole is enlivened by quotations from many sources, and there is an extensive bibliography. Essential reading for Part II.

Reference Services

ROWLAND, A. R. Reference services, Hamden, Shoe String Press Inc. 1964. 260 pages, 54s. (Agents: Bailey Bros. & Swinfen Ltd.)

Collections of essays from periodicals and other publications are often pointless exercises, but this seems to be an exception. Its net was cast widely and has drawn in writers as diverse as Ranganathan and Winchell, Sayers and Louis Shores, and many of the articles are culled from periodicals little known in this country. The American bias is naturally evident, but not obtrusive, and for an American publication it is reasonably priced. One major defect is its lack of an adequate index, the so-called 'author-title index' being virtually useless.

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FRANKENBERG, C. G., *ed.* Picture sources. 2nd edition, S.L.A., 1964. $6.75.

The second edition of this American publication is an enlargement of the first edition of 1959, with the entries almost doubled in number and additional indexes.

One of the most useful features of this publication (for the British librarian) is the list of picture-finding tools at the end of each section, although one feels that this feature would have been improved further had all the lists been brought together to form a bibliography. Even its apparent, but excusable American bias would not have detracted from the value of such a list.

The entries seem to be adequate in their descriptions of the holdings of libraries and give sufficient information for the user to locate and contact a source of supply of pictures. The use made of this information by the British librarian will depend partly on the reproduction fees charged (understandably not quoted) by American libraries.

While it is obviously impossible to include in such a publication as this all picture collections in all the major countries of the world, the treatment of British sources seems to be rather brief—thirteen sources in all are quoted. Perhaps this is a good reason for a new edition or at least a reprint of Nunn's 'British sources of photographs and pictures' which has been out of print for some time.
J. STEPHENSON, *Lecturer, Newcastle School of Librarianship.*

A regional directory

Special librarians everywhere may be interested in the 'Directory of Northern Special Library Resources', which is a guide to the resources of scientific and industrial libraries (including those in technical colleges) in the counties of Cumberland, Northumberland and Durham. Few of the organisations listed appear in the Aslib Directory, which is, in any case, ten years out of date, and this publication therefore fills a gap. It differs from most publications of this nature in that the material was gathered and published quickly (questionnaires were issued in June and the directory came out in July).

The Directory has been sponsored by the Reference, Special and Information Section (Northern Group) and is obtainable from the Hon. Treasurer at Northumberland County Technical College, (Library) Hawthorn Road, Ashington, Northumberland, price 5s. (U.S.A. $1).

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RESEARCH INTO RESEARCH

GARRISON, G., *ed.* Research methods in librarianship. *Library Trends*, Vol. 13, no. 1 (July, 1964) University of Illinois, Graduate School of Library Science. $2.00. (Proceedings of the Allerton House Conference.)

For the advanced student of librarianship contemplating Fellowship there is, as yet, no work which will outline the methods and instruments of research as they apply to his subject. Perhaps this is why so many people have chosen to do bibliographies as thesis subjects. The book under review does not fill this gap, but it is of interest to such students and to anyone else interested in library research.

The chapters cover a variety of topics, some of which are more useful than others; possibly the most useful is 'Inadequacies of research proposals', by G. R. Smith, in that it will make anyone look twice at their thesis proposal as well as indicating those areas, such as statistical method, about which expert advice should be obtained before, and during, any research activity. D. R. Krathwohl's 'Experimental design in educational research' is also thought-provoking in its analysis of the research process and should spark off a number of ideas. The two chapters which describe particular projects will also arouse interest, and, perhaps, ideas of similar projects in this country.

Of the remaining chapters, the most interesting (to this reviewer at least) were 'Bibliographical research', by T. Eaton, and 'Historical research and library science', by F. Reichmann.

Since this work appears in the form of a periodical there should be no difficulty in obtaining it, and $2 would be well spent.

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PICTURES AS VISUALIZATIONS

GOLDSTEIN, H., *ed.* Proceedings of the national conference on the implications of the new media for the teaching of library science. University of Illinois Graduate School of Library Science. 1963. 233 pages. (Monography Series No. 1.)

Some months ago a most amusing report on a conference appeared in the *Library Journal* (1 Nov. 1963, 4149-4151), the author being Jesse H. Shera, who began:

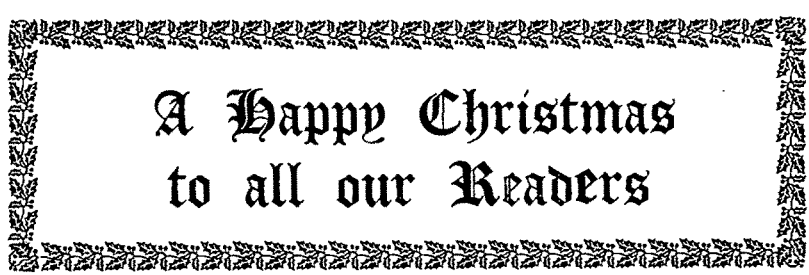
> 'Abercrombie said it wasn't the *worst* conference the two of us had ever attended, and we said it was.'

Not an auspicious pre-publication notice!

The aims of the conference (which was financed to the tune of more than $30,000 by the U.S. Office of Education) were bold: 'To demonstrate and orient library educators to the kinds and uses of new educational media. . .', 'To provide a valid and useful body of content for library science educators on the theories, kinds and uses of information retrieval systems. . .', 'To demonstrate and review the use of programmed learning devices. . .', and 'To provide the library education field with guidelines for revised library science curricula. . .'. Mr. Shera apparently did not think that these aims had been fulfilled in the actual conference; how far do they appear to have been fulfilled in the proceedings?

To take the last objective first, I very much doubt whether any teacher of librarianship has been influenced to change his curriculum by this publication, certainly the participants in the discussion groups do not seem to have been particularly inspired. Secondly, although it is evident that programmed learning devices were demonstrated there is nothing directly appropriate to the teaching of library science at an advanced level. On the information retrieval side there is really only one paper, and that (by Ralph H. Parker) is more than half devoted to mechanizing processes other than information retrieval—this can hardly be called a 'valid and useful body of content (etc.) . . .'. So far as the first aim is concerned the programmed instruction devices have already been mentioned; in addition, there are two very commonplace papers on other varieties of audio-visual (sorry, 'A-V') materials, containing such gems as 'In the production of most two-dimensional visual materials, a pattern of production is discernable. First there must be some kind of illustration' (!). Oddities of language abound—one of the seven appendixes (with only eight chapters is this a record?) is a glossary and is called an 'Alphabetical listing of terminology' and in fact it misses out the only word that one of the discussion groups asked to be defined. The introduction contains the wonderful comment, 'Mr. Weldon Johnson . . . presented some concepts about the use of pictures as visualisations'—pictures as visualisations, eh? What will they think of next?

Conclusion: save your money—it's a pity that the U.S. Office of Education didn't save theirs.



ings of the questions which were on the typed cards. They then had to go to the visible subject index and acquire the classification number, go to the correct place on the shelves, check all the books marked with that specific subject number and eventually select the correct book to answer the question. After using the index and finding the specific page, they found that page scanning was necessary to find the answer. In fact they were expected to carry out the whole information-seeking process themselves.

Apart from the above system of library visits, it is possible also to plan project work in conjunction with the schools. This could entail a weekly library lesson when children could answer questions in a given subject field set by the teacher, using books selected by the librarian. One always feels a little doubtful as to the value of such projects—results are undoubtedly achieved but it is hard for the librarian to appreciate them; in fact, in most cases nothing really positive is seen. One idea, however, is to approach heads of the local grammar or secondary modern schools and the heads of the local junior schools with the following idea in mind.

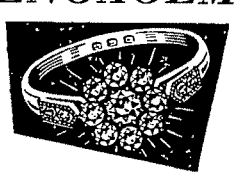
Each year children leave the junior schools to go to the secondary schools. If the curriculum for future first-year pupils is ascertained from the secondary school teachers then it is possible to programme a scheme of library lessons for junior school leavers with this curriculum in mind. A series of questions can be designed relating to the future curriculum. Then, after the completion of the lessons, the pupils should approach the first-year secondary school curriculum with a better background knowledge of the subjects. This should be more apparent to the first-year secondary school teachers who are meeting the new pupils each year and who are probably in the best position to assess the true values of such library projects.

Conclusion

In conclusion I would say that young people have always been a problem to society and the more this is realised the more they seem to enjoy it. This is why it is difficult to compromise between our duty to the profession (to serve all people fully) and our duty to society (to help to maintain the balance of the relationships of young and old). We can only do our best to marry these two ideals in our libraries.

NORMAN W. WOOD, F.L.A., *Works Librarian, English Electric Co., Rugby.*

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A BOOKISH DISCUSSION FOR THOSE WHO HATE BOOKS!

By **John O'Riordan,** *Enfield Public Libraries*

Following on the pronouncement by this year's President of the L.A., in his Presidential Address, that 'it would almost be impossible to discern, from our professional Press today, that librarians are concerned with the most precious heritage of man', several well-known figures from the profession, some of the more kindred spirits, if you like, have foregathered in the hallowed precincts of Chaucer House to discuss the implications of their President's latest remarks.

(*The scene is the stuffy interior of the Members' Room. The time, the usual mid-evening.*)

BINGE: I crave your indulgence, J.G., while I discuss with you some tendencies in modern reading.

O'BEERY: It will give me the greatest pleasure, dear Ronald.

BINGE: It seems to me, practically every book that is published now is acclaimed a masterpiece. What are your views on the subject?

O'BEERY: In the days before publishers' blurbs were fashionable, authors had to make their reputations by writing. That, of course, required brains. Nowadays, to be an author doesn't require any intelligence whatsoever. Even the dustman can write his memoirs.

BINGE: Oh, come! You exaggerate!

O'BEERY: I don't think so. I've known window-cleaners and sweeps to sit on public library committees, so does it surprise you to know that corporation refuse collectors, ex-convicts, escaped lunatics are all writing their memoirs?

BINGE: Be kind enough to elaborate. I always understood it took talent to write books.

O'BEERY: Not now, apparently; not in this absurd country of ours; unless you think to be able to talk nonsense cleverly one of the most difficult things imaginable. Most writers are adept at it! Incidentally, so are many librarians! No, to write a book doesn't require any talent at all; only genius to sell it.

BINGE: But you don't mean to tell me you actually read these volumes of fifth-rate autobiography, which are no more than the accumulationed pawn-shops of other people's dingy and disreputable experiences?

O'BEERY: No, of course not! I take it you recall that celebrated remark of John Grigg's (before he threw off the mantle of Lord Altrincham) that 'autobiography had become as common as adultery, and hardly less reprehensible'? Well, for once, I agree, even if he did exaggerate a little.

BINGE: Oh, I don't think so. There's that passage in Oscar Wilde—'I dislike modern memoirs. They are generally written by people who have either lost their memories, or have never done anything worth remembering!'

BUDLEIGH (*interrupting*): I quite understand your feelings about current biography, but what, in general, would you say, are the qualifications for being an author?

BINGE: Oh! If you are a trifle imbecile, or in the slightest way abnormal, you have distinct possibilities. A woman posing as a man, for instance, or men masquerading as girls (the prerogatives, at any rate, of beat musicians) are fairly certain pretexts, and, some would say, admirable qualifications for writing a book. Bear in mind, also, that anyone who can cross the Pacific on a raft, or [illegible] Africa in a balloon, or pothole his way to perdition is well on the way to becoming an accepted author. In any case, TV publicity and Press ballyhoo will make sure

of that! And those who can bamboozle the public with a lot of undiluted rot about space-ships and flying saucers, and talk ridiculous nonsense about daleks and outer space, and label the mixture 'science-fiction', are, I fear, bound to make successful authors. In short, if you can stand on your head, when all around you are trying hard to keep theirs, then your future in the world of books is ensured.

BUDLEIGH: How do you account for this extraordinary situation?

BINGE: Due partly, I should say, to false standards, partly to the common admiration, as well as the hypnotic and moronic excitement on the part of the reading public for anything bizarre or sensational, but chiefly due, I imagine, to intellectual deficiency.

LILIAN: (*butting in*) Oh, come! There must be good writers. In fact, publishers' advertisements are always telling us so. (*A general laugh greeted this piece of innocence.*)

O'BEERY: Publishers, dear Lilian, are a race of incurable optimists. They have always maintained, and always will, that their publications are the best.

BUDLEIGH: What do you understand by the term 'the best'?

O'BEERY: What do I? Why, absolutely nothing! Perhaps I ought to have pointed out that no one to my knowledge has ever defined what is meant by 'the best', or ever will. So the term must remain a matter of discrimination, incapable of exact definition.

BUDLEIGH: And, yet, I've seen critics using the term.

O'BEERY: No doubt, you have! But you must not take what they say on trust. Personally, I don't call them critics. Quack littérateurs who bombinate in the Sunday newspapers, notice-writers, opinioneers—or whatever you like to call them. You and I are that, or so Dr. Savage has reminded us several times in the past, and will, no doubt, in the future. So don't be deceived by the looseness of such expressions fortunately never found in the writings of established authors—that dying breed of true writers, that is. The criticism of these quack opinioneers (if criticism it can be called) is perfectly valueless. Any uneducated schoolgirl could do as well.

LILIAN: You are too harsh! But, surely, you must admit that children's books nowadays are wonderfully produced and excellently written?

O'BEERY: Must I? I assure you, I don't! I've sampled some of these recent specimens of juvenilia myself, because I have young children of my own, and I can honestly say they are quite unimaginatively thrown together. They don't hold my attention; so, they wouldn't engage a child's. Having, lately, interested my four-year-old son in that minor classic, *Little Black Sambo*, I thought he might like its companion, *The Story of Little Black Mingo*. I beseech you, never read it to a child, it's piffling to a degree, and full of meaningless expressions, such as 'Take this chatty (whatever that may mean!) down to the river, and be careful of the horrible big Mugger who could eat you up'. Not, you will grant, a very cheerful tale, but, merely from the point of view of explaining the language to its young recipient, a complete waste of time. Then I had a stab at another monstrosity called *Brave Baby Elephant* ('Brave Baby Reader', it should be renamed!) and found it so full of precious tarradiddle, such strange twists of speech and unnatural ways of talking, I began to think: Isn't there anyone in this hag-ridden land—apart from Americanised Englishmen and naturalised Europeans, and, of course, that wearisome woman Bl[illegible] (who, I believe, is banned in many public libraries, for being too [illegible], who can write a decent kid's story? And, by the way, don't run away with the idea that the creator of 'Noddy' is the only one who is supposed not to be able to stimulate childish imaginations, or extend the knowledge of children.

But, there are some librarians who will ban anything, even Spike Milligan's *Puckoon*!

LILIAN: I take it you know of the Orlando books?

O'BEERY: You don't have to remind me! Even they are full of irritating ambiguities. No, I'm afraid, some of the so-called kiddies' books, like the legendary Epaminondas they describe, haven't the sense they were born with! As Dr. Johnson once remarked: 'Babies do not want to hear about babies; they like to be told of giants and castles, and of somewhat which can stretch and stimulate their little minds.'

LILIAN: You have produced, as I fully expected, a complete caricature of children's literature. But come, let us hear from you others what captures the fancy of the ordinary reader, the novel-reader, in fact.

BINGE: Well, obviously, not a good literary style! Any clown can write a novel. Prattle vaguely about the state of the world, the importance of law and order and taking hold, spice it with a certain amount of sex-stuff, sling in a heel like the modern anti-hero, or a smooth scoundrel like Bond, pepper it with all the ridiculous improbabilities of women's magazine fiction, and there you have the modern novel, exactly suited to the squalid requirements of the present age.

BUDLEIGH: (*sarcastically*) By which, I take it, we are to infer, you don't think much of modern pseudo-intellectual novels.

BINGE: I certainly do not; but I am not against all novel-reading. Like Miss Austen (the novelist, I mean!), I agree that some of these 'effusions of fancy' contain some of the liveliest reading; but great works of fiction are rare, nowadays. As Kingsley Amis remarked in a recent novel of his: 'Most modern novels are slices of grandoise subliteracy about inarticulate wisdom in present-day society'—and he's about right, too!

LILIAN: I really must object! The output of books in this country is improving all the time and increasing each year; so there must be far more worth while and readable publications coming from the presses.

BINGE: More readable, you could say; but not necessarily worth reading! Many of them are 'remaindered' before the year is out. And in case you think me too dogmatically rude, or too severe in my strictures, read Emerson on the subject. 'Shun the spawn of the Press,' he says. 'Read what is proper, and not waste time on a crowd of mediocrities.' I hardly think Malcolm Muggeridge could have put it more forcibly!

BUDLEIGH (*interjecting*): Before you pronounce the novel three-quarters dead, let me put in a plea for present-day poetry and drama.

BINGE: Do, and I would be the last to dissuade you; but poetry is dead, also, and the drama is following in its wake.

O'BEERY: Depends what you mean by poetry. If you mean that highfalutin stuff in the *New Statesman* or the *London Magazine*, I ask you, can anyone understand it? Though, if you mean the sentimental twaddle turned out by John Betjeman and others, why, it's no more than just bad parish magazine verse. Cyril Fletcher could do as well. Drama—except for giants like Brecht and O'Casey (and neither is specifically English!)—merely consists of a series of kitchen-sink nonentities and up-stage-and-county farces of the Rix-Coward school. Shaw once called all these trumpery plays 'clockwork mice' dramas; no go in them, no guts. I'm in favour of anything that will put life into these miserable specimens of the stage. To read them in print is like taking an emetic. And no one does that voluntarily!

BUDLEIGH: You haven't mentioned John Osborne, or Arnold Wesker?

O'BEERY: Why should I? You don't seriously expect me to label introspective psychology, ambivalent, muddled thinking, and sheer embodiment of bad temper—works of art! Nearly all these plays are dead from the neck up, but, like John Brown's body, their soul goes marching on!

BUDLEIGH: So you think literature is on the downward grade?

O'BEERY: Not quite. There's bound to be somebody worse than Burroughs!

BINGE: Oh, really! Come off it! There's nothing offensive about the Tarzan books.

O'BEERY: Sorry, I was referring to 'The Naked Lunch' boyo!

BUDLEIGH: Wasn't it J. B. Priestley who said, on one occasion, that 'not since the Wars of the Roses has literature been held in such low esteem'?

O'BEERY: Yes, I believe it was, and, although my memory doesn't go back that far, I'm inclined to agree with him. Any Tom, Dick and Harry who can strum a guitar, keep a kangaroo in the back yard or share the same mistress as a Minister, is now more important than any poet, novelist or dramatist. A gull on the roof, a lamb in the lounge, a cheetah watching television, attracts far more notice than the latest novel by Evelyn Waugh or Graham Greene. For this, I suppose, you must first of all blame the public themselves, who wouldn't know the difference between Forester and Forster, Lennon and Lenin, or Stern and Sterne. People need re-educating; but I wouldn't care for the job! Blame, secondly, the publishers, who are not waiting for someone who can write—someone like a Dylan Thomas or a Denton Welch—to pop up into print, so they get hold of a celebrity instead, someone, invariably, who can't speak this native English, such as a footballer, or a pop singer, or a B.B.C. comedian or an I.T.V. quiz-inquisitor, to feed the public with books—for the special weakness of our English readers, as more than one Celtic writer has observed, is they feel positively undressed without a bit of print to bury their noses in! (*Interruption.*) Kindly allow me to finish! Blame, thirdly, those pundits who boast with bibliographical pride that the average book today shows more good taste than comparative publications of twenty years ago. Some of them show too much ghastly good taste! With no disrespect for bibliographers, I should have thought a rubbishy book was not worth a creamy laid paper, a special new type, and all the rest; for what is the point of making a piece of trash look—to use their own special phraseology—'inviting to the eye of the reader'? (And, anyway, haven't these chaps forgotten the old adage that beauty is in the eye of the beholder? Don't see why they should have it both ways!) Why lavish extra care on a book that should never have found its way into the printing press at all?

LILIAN. Really, I find that too much! Type designers, paper merchants, bibliographers, publishers, authors, librarians—all, in fact, who are concerned with the making of books and care for what they make, are asking the same question, 'What are we doing to improve the appearance of the modern book?'

O'BEERY: Yes, and none of them, to their eternal shame, is asking, 'What are we doing to raise the standard of present-day writing?' The discussion is now closed. It's getting late, and I've ridden quite enough hobby-horses for one evening!

BUDLEIGH (*with relief*): Shall we adjourn, then, to The Marlborough?

A murmur of pleased assent greeted this rhetorical question, and Mr. Binge said it was a pity they hadn't found time to discuss Paperbacks or Pornography. But Mr. O'Beery, growling that there was a deal too much of either, for his liking, in the book-world of today, was already half-way in the direction of their last-minute destination.

AMERICAN U.K. TOUR, 1965

The projected tour of this country by a party of American librarians planned to take place in May 1965 is cancelled. Due to administrative difficulties facing the Americans, they have regretfully declined the invitation of the A.A.L. to visit this country next year, rather than allow planning to go any further here while there was any uncertainty on their part.

The A.A.L. wish to express their sincere thanks to those librarians who have been so ready to help and who have arranged for hospitality and visits to their libraries; to those local authorities who have been prepared to welcome our visitors; to firms who have offered hospitality and not least to those members who were prepared to accommodate our guests. It is appreciated that a great deal of work has already been done and it is extremely unfortunate that it is only at this late stage we have heard the news.

It is hoped that the difficulties in the States will not be insuperable and that it will be possible for this tour to take place in a subsequent year.

DAVID BRYANT, *Tour Organiser.*

YOUR LETTERS

Youth Library

Having read, with great approval, the article by Melvyn Barnes and the editorial comment on 'Libraries and Youth' in the October *Assistant Librarian*, I would like to extend a few of the points which were raised.

First of all, it seems important to stress that good readers are made in the children's library, and that the majority of these young readers *do* need help and advice when they use the adult library. A section of books for young readers would seem to provide an obvious spot for giving this advice by members of staff who honestly like young people.

On one matter I feel that I must disagree with Mr. Barnes, who laments the lack of books written specifically for teenagers. My own experience is that books written specially for the teenager, however well reviewed, fall soggily but rapidly into oblivion, while excellent adult material is speedily adopted by adolescents to become entirely their own. What really does seem to be an unfortunate disadvantage is the lack of effective reviewing for this age-group.

If any librarians would care to see a library for young people in action, they will always be most welcome at Walthamstow Youth Library, and we shall be delighted to receive their comments and assistance.

ROY S. ADAMS, A.L.A., *Youth Librarian, Walthamstow Public Library.*

A Library Peace Corps

The article on Uganda Technical College Library (in the October issue) interested me very much, especially the idea of a 'Library Peace Corps'.

Next year I hope to start training in Glasgow and would be extremely interested in spending a year or two after qualifying working in a country like Uganda, especially if doing so would free someone else to go for a training course. I realise there would be many difficulties, financial not excepted, but surely it is something worth while and should be given some further consideration.

I write in hope that my letter, along with the others I am sure you will receive on this subject, will urge the Library Association to give their consideration to this kind of opportunity for its members in Uganda and elsewhere.

(Miss) PAMELA SWANSON, *Edinburgh Central Public Library.*

'Which Classification?' pleases 'Which?'

Thank you very much for sending us the copy of *Assistant Librarian* containing your 'Which?' on library classifications. I have read it with great joy and have now arranged for it to be put on our staff notice board.

I fear, however, that having struggled with my U.D.C. sample for some time, our staff may query the selection of that classification as a Best Buy!

(Miss) D. H. GROSE, B.A., A.L.A., *Librarian and Head of Information Centre, Consumers' Association.*

(Miss Grose also reported that C.A. is finding particularly useful 'Which shall I buy?'—the Library Association Special Subject List compiled by the staff of Wimbledon Public Libraries.)

'The Nigerian Library Scene'

May I air my views on the article entitled 'The Nigerian Library Scene' in the October 1964 issue of *The Assistant Librarian*?

If no Nigerian journal would accept Olafusi's article for publication with open arms, surely something is wrong with his reasoning. Foreigners in general, and Africans in particular, should be grateful to the British Library Schools who have not ceased training us since they started after the war. If because most of us cannot acquire the educational qualifications demanded of present-day candidates for the Library Schools, we should not think that the British Library Schools are no longer interested in training us. The decent thing to do is to register our gratitude for their kindness and organise our different houses as we please. I hope you do not mean that labourers would be called 'Chief Librarians' if and when the Nigerian Association of Assistant Librarians is founded. As librarianship is, by now, in no sense of the word a mean profession, all members of the staff are expected to be hard-working and efficient.

A. A. BAIYEWU, *Student, Leeds School of Librarianship.*

An Apology

In the September *Assistant*, page 146, the Annual Conference of the Scottish Division, A.A.L., was announced as being held at Aberfoyle; but later on the notice read: 'Arbroath is easily reached by bus from Glasgow or Edinburgh'. As Arbroath is on the East coast seventeen miles beyond Dundee, we hope no one went there looking for the A.A.L., who really were at Aberfoyle, which is twenty-seven miles North of Glasgow. Sorry!

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Take **W. SAMOA**
just as an example

After 42 years under New Zealand administration Samoa i Sisifo became the first sovereign independent Polynesian State in the 20th century (see KEESING'S page 18524 A).

Its Government-administered Library Service is based on the Nelson Memorial Public Library at Apia, and its provision of reference and information material in the field of current international affairs is based on KEESING'S, of course.

Still basically, it's "*Export* or die!*"
**to any place on earth—only, just yet.*

Mothers in Librarianship

I have recently been fascinated by letters from young mother/librarians in your columns. I am, however, of the opinion that the things they complain of in reference to the L.A. exams are really part of a much larger question, i.e. the place of married women (and especially mothers) in librarianship.

At first I should like to point out that I personally have two children aged two and four years and I do appreciate the difficulties of the educated mother separated from her career by very young children. I am lucky enough to be able to take up the threads of my career in librarianship again with a part-time job.

The points I should like to make are:

(1) The gaining of qualifications will not be the panacea of all ills to the mother/librarian.

(2) Opportunities to return to work for a mother with young children are very limited.

(3) At present there is absolutely no information on this question available to us. (I understand the North Western Polytechnic is doing some work on the matter.)

(4) There is a great need for a change of attitude on both sides. Women must accept that family responsibilities will inevitably interfere with continuous study and employment. Librarians should accept that here is a potentially valuable source of trained labour which could be more fully exploited. I should like to see:

(a) Some form of organisation to represent this ever-increasing section of the profession so that we might be able to make our voice heard when far-reaching changes of syllabus, etc., are contemplated.

(b) A register of employers willing to employ married women part-time in librarianship, compiled by a central source and made available to all.

(Mrs.) BETTY REYNOLDS, 185 *Hersham Road, Walton-on-Thames, Surrey.*

A.L.A. devalued

I think I have become a member of the wrong profession! It seems to have been a waste of time obtaining my A.L.A. now that Grade II will be my maximum salary. A university degree doesn't devalue over the years; why should the L.A.'s professional qualifications? Also, why should F.L.A.s escape this latest exercise?

There seems to be no encouragement given to remain in the profession despite the fact that the shortage of qualified librarians is as acute as ever.

I qualified in 1955 at the age of 21 and then had to wait, like many others, until I was 23 and the Library Association permitted me to use my professional letters and obtain a graded post.

I consider this present ruling most unjust. I hope other librarians in this position will protest against the principle involved and not meekly sit down and take yet another exam.

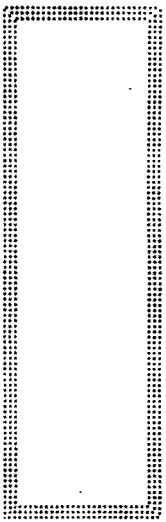
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